

**EFFECT OF BREATHING EXERCISE ON BURNOUT SYNDROME
AMONG TEACHERS IN SELECTED SCHOOLS OF PALA, AT
KOTTAYAM DISTRICT, KERALA.**

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A Dissertation submitted to
The Tamilnadu Dr. M.G.R. Medical University,
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EFFECT OF BREATHING EXERCISE ON BURNOUT SYNDROME AMONG TEACHERS IN SELECTED SCHOOLS OF PALA, AT KOTTAYAM DISTRICT, KERALA.

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EFFECT OF BREATHING EXERCISE

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Abstract

An interventional study was conducted to evaluate the effect of breathing exercise on burnout for teachers in selected primary and secondary schools of Pala at Kottayam district, Kerala. A purposive sample of 43 teachers, male (3) and female (40) was selected for the study. Quasi experimental one group pretest post test design was adopted for the study. The data was collected using Maslach Burnout Inventory (1978). The data were analysed with descriptive and inferential statistical methods. Paired 't' test was used to evaluate the effect of breathing exercise on burnout. The results showed that there is a decrease in the scores of burnout dimensions such as emotional exhaustion, personal accomplishment and depersonalization. Hence, the breathing exercise is found to be effective.

Effect of Breathing Exercise on Burnout Syndrome among Teachers in Selected Schools of Pala, at Kottayam District, Kerala.

Teaching is considered as a noble profession since the past many years. Teaching is distinctively a human activity, which is an essential part of education. Its special function is to impart knowledge, develop understanding and skills. Above all, teaching is not merely a life work, a profession or an occupation however, it is a passion by all means. It is a means by which a society trains the young in a selective environment as quickly as possible to adjust themselves to the world in which they live. Teachers are the ones who guide children through multidimensional roles like instructional, faculty, individual and administrative role.

Teaching can be considered as a high stress occupation. The education system has all the elements associated with stress ie a bureaucratic structure, continuous evaluation of its process and outcomes and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community. In addition, increased student misconduct, student apathy, overcrowded classrooms, overwhelming pressures and challenges, inadequate salaries, demanding or unsupportive parents, budgetary constraints, expanding administrative loads, lack of infrastructural support and an increasingly negative public opinion have contributed to an embattlement of the teacher force (Mayben, 2002).

Burnout is a form of physical or emotional exhaustion resulting from exposure to excessive and prolonged stress which is not effectively managed. This primarily affects the people who are dealing with other people in their work. Burnout is a syndrome characterized by emotional exhaustion, depersonalization and a low level of

personal accomplishment. It is caused by occupational stress that include being overworked, being over challenged, feeling unappreciated, pressure of too much structure, rigidity, conformity and bureaucracy with not enough flexibility (De Robbio, 1996).

About 45 percent of population over 10 years of age belong to global workforce. In that, approximately 30 to 50 percent workforce is exposed to psychological overload at work resulting in occupational stress or burnout. Though, burnout affects people in helping profession like teachers in today's global village, no profession is truly spared from burnout (WHO, 1994).

Burnout is an occupational hazard which includes members of helping professionals like nurses, doctors, social workers, physiotherapists, police personnels and teachers. Teacher burnout is defined as a physical, emotional and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away. Teacher burnout involves the feeling of failure and exhaustion resulting from excessive demands on a person's energy with insufficient rewards for the effort (Carter, 1994).

Persistent anxiety, persistent insomnia, nighttime teeth grinding, forgetfulness, impaired concentration, headaches, high blood pressure and social withdrawal are the effects of burnout. Absenteeism and attrition are the major negative outcomes of burnout. There is a strong association between burnout and low or diminished job satisfaction. It was also found strongly associated with many other variables that are connected to job satisfaction like low level of life satisfaction, low levels of control

and low health, these all ultimately results in reduced productivity of an employee (Di Silva, 2009).

Burnout tends to be contagious too. When dissatisfied and depressed teachers are present in a school, others can very easily become lethargic, cynical and discontented and the entire organization becomes a dispirited and uninventing place. According to Van Der Sijde (1988), school climate influences both the student and the teacher. He reported a positive relationship between teacher's work conditions and the amount of support they pay to students. In addition, teacher's behavior develops on their perception of how their school functioned. Thus a teacher plays an important role in establishing the overall tone of a school.

It was reported that teachers empowerment, social support, organizational reformations and individuals coping strategies are useful in preventing burnout. Behavioral interventions such as aerobic breathing exercises are found to be useful in preventing burnout among teachers (Loew, 2009).

The problem of teacher stress exist in their everyday life and needs to be rectified with effective strategies for better output of students as well as teachers. Stress among teachers is a serious problem that directly affects the workers and has an indirect influence on students as well as to the organizations. Stress management is the need of the hour. Various coping strategies for stress like mind training by positive thinking, laughter, menu management, music therapy and deep breathing exercises are easy as well as time conservative.

Breathing exercises stimulate the relaxation response. In addition to its calming physical effects, studies show that it increases energy, combats illness, relieves aches and pains, heightens problem solving abilities and boosts motivation as well as productivity (Segal & Joanna, 2008).

1.1. NEED FOR THE STUDY

Occupational health was a neglected area, both in developed and developing world. While 50 percent of workers in developed countries have access to occupational health services, only 5-10 percent of workers in developing nations have access to it. The working environment could be an important contributor to physical and mental well being of the worker. It is reported that mental health is the second largest work related illness next to musculoskeletal disorders.

European members states have reported burnout prevalence of 29 percent as compared to 38 percent in UK and 75 percent of US workers admit that their jobs are stressful and pressure of work is steadily increasing. It is estimated that in the US, occupational stress costs employers in excess of US\$ 200 billion per year. Whereas in India, the burnout prevalence could be 23 to 30 percent. Workforce affected with burnout can present with physical, affective, cognitive, behavioral and motivational symptoms in varied combinations (WHO, 1994).

Burnout is a growing phenomenon. It is a syndrome of psychological state resulting from prolonged exposure to job stressors. The incidence of stress and burnout have increased with popular emphasis on employees in human service sector including social workers, nurses, teachers, lawyers, medical doctors and police officers. A common characteristic of this occupation is that the nature of the work can

be highly emotional (De Silva, 2009). Also Jeffery (1999), reported that 40 percent of teachers in Japan reported mental health problems including anxiety, depression and headaches.

Teacher burnout is a frustrating and devastating experience. Due to burnout 30 percent of the new primary and secondary teachers leave their profession in just five years (Archer, 1999). The number of teacher reporting considerable job related stress increased from 43 percent in 1951 to 78 percent in 1976, and seem to rise to a further 93 percent approximately (Gregorig, 2001).

A study conducted in Great Britain among 1800 teachers, 20 percent were suffering from depression, anxiety and stress equivalent to or above the mental health of outpatients. 65 percent had considered leaving the profession in the last five years and 28 percent were actively looking on for other jobs (Jeffery, 1999).

In British Columbia, Workers Compensation Board claims have been on the rise for teachers, a trend that had not occurred in other occupations. About 34,700 workdays were lost from teachers on short term disabilities (loss of emotional control, detachment, cynicism, tiredness) or long term disabilities (hypertension, insomnia, drug and alcohol use) in 1996. By 1999, the number had risen to more than 59,500. The British Columbia Teachers Association (BCTF) claims that there are a number of contributing factors among them, increased violence against teachers, poor air quality in the schools as well as rising stress levels are the factors that wear down the teachers (Brown & Gerbarg, 2001).

A Japanese study on teacher burnout was done in the Osaka area in late 1994. The average score obtained was 3.37 which meant a danger sign for the burnout syndrome. The interesting findings of this study was that both teachers who didn't look at themselves as respected professionals at all and who did very much were burned out when compared with other neutral groups (Mackie, 1996).

Teachers need to feel successful and good about themselves and their abilities before they can empower their students to feel the same. The feelings of failure and lacking in personal satisfaction affect the student relationship and overall school will suffer (Purkey, 1970).

Relaxation responses like breathing exercise are useful and proved in the prevention of stress that ultimately lead to burnout. The response was first described by Herbert Benson. It activates the parasympathetic system resulting in reduced heart rate and blood pressure and brings body back to an overall healthier balance. Breathing exercises are simple and an effective way to reduce stress and promote health. These provide a deep sense of calmness and serenity in addition, it cultivates awareness of present moment (Benson, 1975).

Deep breathing is a simple way of resetting the body's stress levels to pre-trigger states. Taking a few minutes once or twice a day to practice deep breathing techniques can lower blood pressure, aid digestion process, increase alertness, decrease fatigue, reduce tension headaches and migraines as well as generally increase the quality of life.

Prevention is better than cure. Community health nurse play an important role in primary, secondary and tertiary prevention. Here the researcher focuses on secondary prevention thereby an early identification of burnout symptoms can be identified and prevent further consequences on individuals as well as on organization. Focusing on preventive strategies, the researcher adopted one of the breathing exercises like slow deep breathing exercise in resolving and to overcome stressful environment. Hence, the researcher tends to find out the effectiveness of breathing exercise to reduce burnout among teachers.

1.2. STATEMENT OF THE PROBLEM

EFFECT OF BREATHING EXERCISE ON BURNOUT SYNDROME
AMONG TEACHERS IN SELECTED SCHOOLS OF PALA, AT KOTTAYAM
DISTRICT, KERALA.

1.3. OBJECTIVES

- 1.3.1. To assess the level of burnout syndrome among teachers.
- 1.3.2. To administer breathing exercise to teachers.
- 1.3.3. To assess the effect of breathing exercise on burnout syndrome.

1.4. OPERATIONAL DEFINITION

1.4.1. Effect

Effect refers to the reduction in emotional exhaustion and depersonalization level and improvement in personal accomplishment after breathing exercise.

1.4.2. Breathing exercise

Breathing exercise refers to slow deep breathing exercises which is done in preparatory phase and exercise phase focusing on controlled breathing on the inhalation and exhalation process.

1.4.3. Burnout Syndrome

Teachers who obtain a score of 14 in emotional exhaustion, 8 in depersonalization and 12 with personal accomplishment are considered as having burnout syndrome.

1.4.4. Teachers

Primary and secondary school teachers in selected schools namely St. Mary's Girls Higher Secondary School, Carmel Public School and St. Vincent CMI School, Pala in Kottayam District, Kerala were taken up for the study.

1.5. CONCEPTUAL FRAMEWORK

Nursing theory is very important to the profession of nursing. The researcher adopted Betty Newman's system model (1970) for the study. Betty Newman (1970), a progressive nursing leader is best known for her work in theory development and public health nursing. Newman's system model is based on the concepts of stress and reaction to stress. This theory views nursing as being responsible for developing interventions to prevent or reduce stressors on the client or to make them more bearable for the client. The model is applied to understand the individual's response to stressors.

Betty Newman (1970) believed that there are four main elements to clinical nursing which includes nursing, person, health and environment. The art of nursing includes a holistic approach that considers all factors affecting a client's health physical, physiological, psychological, mental, social, cultural, developmental and spiritual well-being. A nurse's activity is centralized on the prevention of physical and mental ill health, related to recurrence or development of various stressors of new concern.

(i) Work related stressors

According to Betty Newman (1970), stressors are forces that produce tensions, alterations or potential problems causing instability within the client's systems. In this study, the researcher categorized stressors as emotional exhaustion, personal accomplishment and depersonalization.

(ii) Stress reactions

Betty Newman refers stress reactions in a client as the outcome or produced results of certain stressors and actions of the lines of resistance of a client. In this study, the researcher categorized that stress reactions occur among teachers everyday, a few times a week, every week, a few times a month or never.

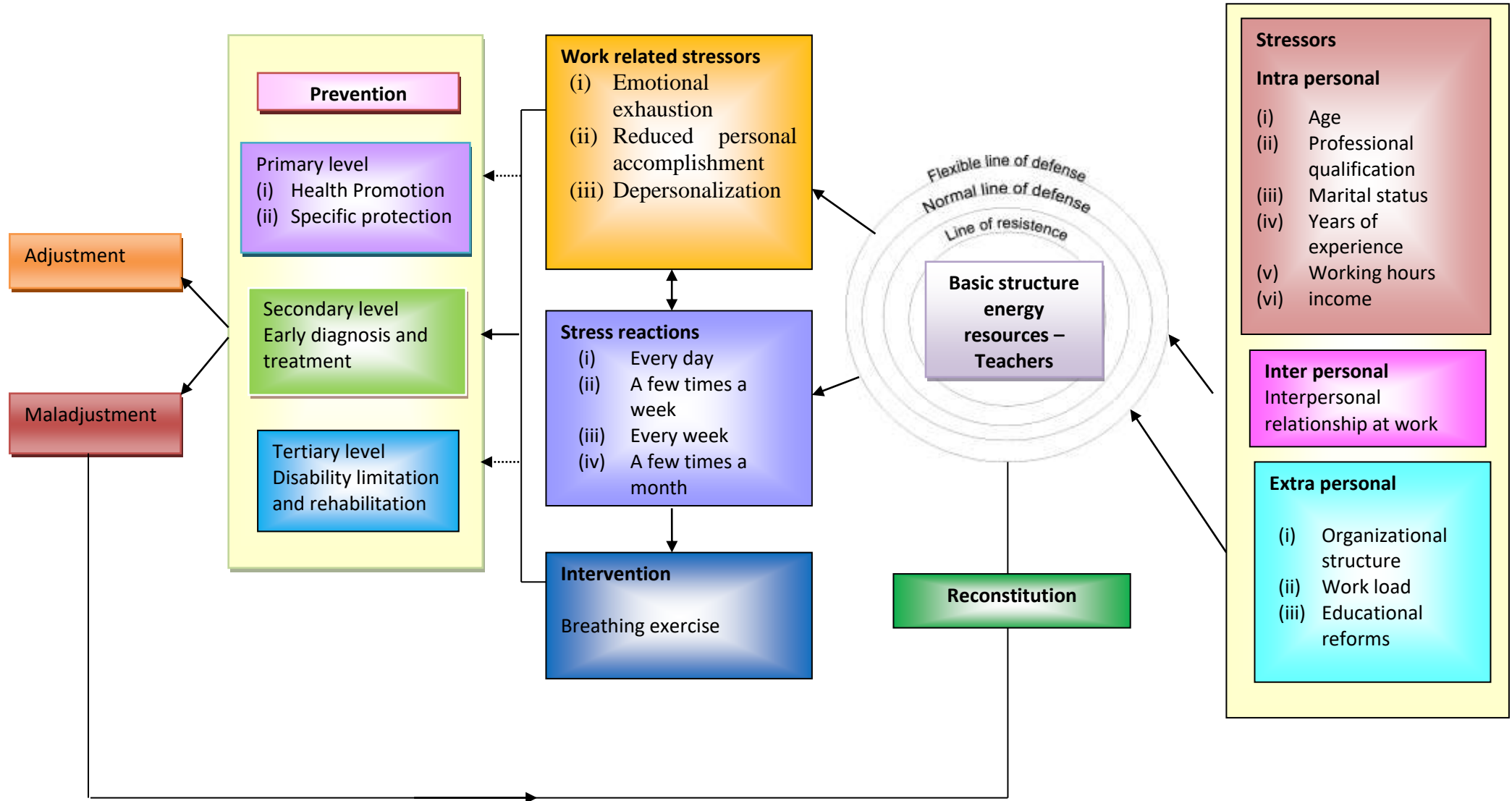
(ii) Prevention

Betty Newman (1970), conceptualize prevention in three levels as primary level, secondary level and tertiary level to attain balance within the continuum of health. Researcher, in this study identified burnout among teacher using a standardized questionnaire Maslach Burnout inventory (1978) and administered breathing exercise as secondary prevention.

(iv) Reconstitution

Betty Newman (1970) viewed reconstitution as a state of returning back to the old health standard. The researcher administered breathing exercise among teachers that reconstituted them to adjust or maladjust with stressful situations.

FIG . 1.1.
MODIFIED CONCEPTUAL FRAMEWORK BASED ON BETTY NEUMAN SYSTEM MODEL (1970)



(Anney Avarachan, 2010)

1.6. PROJECTED OUTCOME

Administration of breathing exercise helps to reduce burnout among teachers.

LITERATURE REVIEW

Review of literature is an important step in which an exclusive and extensive search on the concerned topic with the view of deriving guidelines for the present study.

The literature review is arranged in the followed sections:

- 2.1. Literatures related to occupational stress and disorders.
- 2.2. Literatures related to burnout syndrome
- 2.3. Literatures related to burnout syndrome among teachers
- 2.4. Literatures related to breathing exercise on stress and burnout syndrome

2.1. LITERATURES RELATED TO OCCUPATIONAL STRESS AND DISORDERS

All individuals suffer from various stages of stress at many points in our life time. Hans Selye (1974) termed stress as the nonspecific response of the body to any demand made upon it. It is further redefined as a condition of disequilibrium within the intellectual, emotional and physical state of the individual, it is generated by one's perceptions of situation, which results in emotional and physical reactions. It can be either positive or negative, depending upon one's interpretations. Occupational stress is an increasingly important occupational health problem and a significant cause of economic loss (Gold & Ruth, 1993).

Occupational stress has become an important aspect globally because of several reasons. Occupational stress is a condition arising from the interaction of people and their job characterized by changes within people that force them to deviate

from their normal functioning. Among the diverse occupations, work-related stress is very prevalent in health and human service areas like nursing, social work, teaching, police etc. Based on several international studies approximately 60 percent to 70 percent of all teachers repeatedly show symptoms of stress and a minimum of 30 percent educators show distinct symptoms of burnout. Also it was found that the overall teacher morale was so low that 40 percent of teachers surveyed would not select teaching again as a career and 57 percent were either undecided about leaving or actively planning to leave teaching or would leave the field if better options came (Demirel, 2005).

Teaching is a stressful occupation. Daily interactions with students, coworkers and the incessant and fragmented demands of teaching often leads to overwhelming pressures and challenges, that all leads to stress. Where work stress is unrelenting some negative physiological, psychological and behavioural consequences may result. Other factors of stressful teaching, as pressure due to school reform efforts, inadequate administrative support, poor working conditions, lack of participation in school decision making, the burden of paper work and lack of resources (DeRobiio & Iwanicks, 1996).

Teachers stress is coined and defined by Kyriacou (1987) as the experiences by a teacher of unpleasant emotions such as tension, frustration, anxiety, anger and depression resulting from aspects of work as a teacher. He further defined that teacher burnout result from work related stress primarily characterized by physical, emotional and attitudinal exhaustion.

A study conducted among teachers in ten U.S. affiliated Pacific regions (PREL's Research and Development Cadre, 1998) found that teachers who might leave their profession within two years experienced a higher degree of occupational stress and burnout. In addition, they expressed more emotional exhaustion, greater feelings of depersonalization and less personal accomplishment in their jobs.

Achievement of educational goals and overall learning is an impact for teachers stress and burnout. Stress and burnout not only influence teachers professional lives but also impact their mental and physical well-being. As teachers experiences more stress and burnout, there were escalating feelings of detachment, alienation, cynicism, and apathy. Further identification of these feelings results in absenteeism and ultimately leads them to leave their job. A study conducted in Netherlands, in 1995 reported that 53 percent of work incapacitated teachers and they left their profession because of mental health problems and found teachers experienced chronic stress often develop physical symptoms including abdominal cramps, nausea, migraine headaches and heart palpitations (Lee, 2001).

A study conducted by Barrauck (2007) among physicians and staff nurses working in critical care unit found that one third of both group were presented with burnout. Similarly a study conducted in emergency department of a university hospital among 61 percent of staff revealed that about 54.1 percent had high risk of burnout and 37.7 percent had low risk of burnout (Actapaul, 2009).

Few studies were conducted among police personnels also. Martinuss, et al., (2008) conducted a study among 223 Norwegian police officers as a part of national survey reported that burnout and occupational stress was low among police group.

Similarly a study conducted among 358 Dutch police officers reported that burnout is positively related to attitude towards use of violence and the use of same during duty (Kop, et al., 1994). A recent descriptive transverse study was conducted among 875 traffic police men and women from both day and nightshifts and it shows prevalence of burnout dose to occupational stress was 54.9 percent inspite of social network and social effects (Burke, 1990).

A study examined the prevalence of stress, burnout and job satisfaction among mental health social workers by a postal survey of 610 samples, 237 workers reported high stress level with low job satisfaction and emotional exhaustion (Evans, 2006). Similarly, Ogresta (2008) examined to identify prediction of burnout syndrome, such as job satisfaction and manifestation of occupation stress. A snowball sample of 174 mental health workers in Croatia reported moderate degree of burnout and proved occupational stress as a predictive factor of burnout.

Occupational stress and burnout are related factors and is the most important challenges for occupational health by 2000 other than the health hazards associated with new information and biotechnologies. Stress in any occupation is indivisible and emphasis on awareness and practice of stress effective management and needs attention in the working conditions. Teachers need to be focused since school is a place where the future nation shaped, so a school under stress is an expensive organization to run both in terms of teacher's well-being and in financial terms.

2.2. LITERATURES RELATED TO BURNOUT SYNDROME

Freudenberger was the first person who identified burnout as a feeling of failure and being worn-out. This primarily affects the people who are dealing with other people in their work (Freudenberger, 1974).

Burnout is a progressive loss of idealism, energy, purpose and is a syndrome characterized by emotional exhaustion, depersonalization and a low level of personal accomplishment. Burnout is further explained as a state of physical, emotional and mental exhaustion caused by long-term exposure to demanding work situations and is a cumulative result of stress (Edelwich & Brodsky, 1980).

The most commonly accepted definition came from Maslach who described burnout as a multidimensional condition comprising Emotional exhaustion, Depersonalization and Reduced personnel accomplishment that can occur among individuals who do “people work of some kind”. He further described burnout as a psychological process that begins when human service professionals are overwhelmed with the unexpected and unbearable stressful aspects of the job that frustrate their efforts to make a positive impact on others (Maslach, 1996).

The signs and symptoms of burnout are persistent anxiety, irritability, insomnia, teeth grinding and forgetfulness, impaired concentrations, head aches, high blood pressure, heart palpitations (Jacobson, 2007).

The stressors has other symptoms and signs and present themselves, as lateness of work, persistent tiredness, turning late for work , social withdrawal from friends and family, loss of empathy, motivation and apathy (Walter, 2005).

The causes of burnout can be categorized mainly into three groups: personal characteristics, job characteristics and organizational characteristics. Demographic factors, lack of social support and high expectations of the job have been described as personal characteristics. Job characteristics include role conflict, role overload, role ambiguity and poor interpersonal reactions. Job context, contingency and non contingency of outcomes were observed as organizational characteristics (De Silva, 2009).

Burnout is associated with overwork, under appreciation, confusion about expectation and priorities, anxiety, over job security and over commitment for responsibilities (Albee, 2000).

Anxiety, boredom, anger, cynicism, betrayal, depression, fatigue, frustration, resentment towards others, substance abuse, psychosomatic symptoms, mental and family crisis and reduction in commitment as the features of burnout (Derobbio & Iwanicks , 1996).

Burnout is measured commonly by using two instruments namely Maslach Burnout Inventory (MBI) and Burnout Measure (BM). Maslach Burnout Inventory is the most popular instrument to diagnose burnout through out the world and more than 90 percent of the scientific publications and dissertation on burnout are based on the MBI. The next most widely used instrument is Burnout Measure by Pines and Aronson and is used in about 5 percent of burnout studies (Shufeli & Baker, 2001).

Maslach Burnout Inventory (MBI) developed in 1980 was used to identify burnout among human service professionals and later on modifications two new inventories were developed namely MBI Educators Survey (MBI-ES) to assess education burnout and MBI General Survey (MBI-GS) to assess the burnout among the workers in occupation other than human services. Original MBI was renamed as MBI- Human Services Survey (MBI- HSS). It has 22 items and can be used as a self administered questionnaire. All these MBI surveys address the three general scales- emotional exhaustion (feelings of being emotionally over extended and exhausted by one's work), depersonalization (an unfeeling and impersonal response towards recipients of one's service), personal accomplishments (feeling of competence and successful achievement in one's work).

A number of studies done in different settings world wide confirmed the validity and reliability of the MBI-ES. Iwanicks and Schwab studied 469 Massachusetts teachers and reported a Cronbach's, alpha estimates of 0.90 for emotional exhaustion, 0.76 for depersonalization and 0.76 for personal accomplishment. Gold in his study of burnout among 462 California teachers reported Cronbach's alpha estimates of 0.88 for emotional exhaustion, 0.74 for depersonalization and 0.72 for personal accomplishment. Shaufeli, et al., studied the clinical validity of the MBI. They compared the findings of MBI with the diagnosis by a psychiatrist who used the criteria of 'work related neurasthenia' for the clinical diagnosis of burnout. By the results of this study, they confirmed the validity of MBI (De Silva, et al., 2009).

Absenteeism and attribution are the major negative outcomes of burnout. In addition, there is a strong association between burnout and low or diminished job satisfaction. It is also found to be strongly associated with other variables that are connected to job satisfaction such as low levels of life satisfaction, low levels of control and low levels of health; which collectively contribute to reduce the productivity of an employee. It adversely affects the employee and the productivity of an organization, so measures are to be introduced to minimize the burnout among employee (De Silva, et al., 2009).

Burnout can be dealt with the “three R” approach: Recognize- watch for the warning signs of burnout, Reverse-undo the damage by managing stress and seeking support, Resilience-build your resilience to stress by taking care of physical and emotional health. Some burnout prevention tips put forward are start the day with a relaxing ritual, adopt healthy eating, exercise and sleeping habits, set boundaries, take a daily break from technology, nourish creative side and learn how to manage stress. To recover from burnout, the strategies put forward are slow down, get support re-evaluate goals and priorities and acknowledge losses.

2.3. LITERATURE RELATED TO BURNOUT AMONG TEACHERS

A study was conducted to examine the burnout in a sample of 472 Turkish high school teachers and to test whether Turkish teachers suffer from burnout more than the teachers in developed countries. All of the high schools in the city Centrum of Sivas, Turkey were contacted for this study. Turkish version of the Maslach burnout inventory was used in this study. 610 questionnaires were distributed and 520 were returned and in final analysis 48 were again excluded. The result shows that

burnout among Turkish teachers was lower than the burnout of teachers in USA, Italy, France, Netherland, Canada, Emirates, Palestine and in Greece. It is found that the low burnout in Turkish teachers is due to their traditional life style and cultural characteristics and there is no statistical difference found in gender difference (Demirel, 2005).

A comparative study was conducted to examine perceived levels of burnout among Turkish high school teachers working in Turkey and abroad. A total of 255 Turkish teachers working at public schools in Germany (n=78), Cyprus (n=94) and Turkey (n=83) participated and questionnaire were given anonymously. Burnout was measured using the Shiron – Melamond Burnout measure. The result shows, no difference regarding burnout among teachers working in Germany and Turkey but Cyprus teachers shows higher burnout. For the participants from Turkey and Cyprus depression was found to be an important factor in burnout, whereas in case of teachers from Germany job satisfaction had greater significance (Aydogan, et al., 2009).

A study conducted in Croatia to examine the incidence of harassment in the work place among teachers at primary and secondary schools. A new questionnaire on harassment in work place was developed based on the previous questionnaires and applied to a sample of 764 primary and secondary school teachers. The result shows 164 teachers were explored to, 192 witnessed and 86 teachers have psychological and 76 teachers were developed physical health problems (Russo, 2008).

A national survey conducted to investigate the correlation of burnout in a National sample of school psychologists. A sample of 600 school psychologists of National Association were randomly selected and the questionnaire mailed. A stress questionnaire, demographic information sheet and Maslach Burnout was related to the combination of demographic, environmental and professional activity (Huberty & Huebner, 1998).

A study examined to develop Chinese teacher job Burnout inventory which is comprised with four dimensions emotional exhaustion, depersonate station, personal accomplishment and intellectual burnout. The validity and reliability of the inventory is satisfactory and 679 teachers from elementary and high school teachers were took part in the survey. The result shows, male teachers burnout is more and who worked 11 – 20 years have the highest feeling of emotional exhaustion and depersonalization (Fang & Yan, 2004).

Similarly a study examined the difference in stress and burnout among urban were examined in 51 rural and 64 urban secondary school teachers from 11 school systems in Georgia and North Carolina. The result shows urban school teachers experience significantly more stress due to pupil misbehavior and poor working conditions where as poor working conditions and time pressure predicted burnout among rural teachers (Abel & Sewell, 1999).

Also a study conducted to understand the role of both environmental and personal variables on teachers burnout in Cyprus. A cross sectional study of sample 447 primary school teachers were participated in the study. A mailed survey was done using questionnaires of measures of burnout, personality and job stressors and a

demographic profile. Results revealed both personality and work related stressors were associated with burnout dimensions (Kokkinos & Constantinos, 2007).

The present study investigated level of teachers burnout in Southern states of USA. A descriptive study conducted among 252 high school teachers on five factors of burnout as administrators, individual factor, job emotional and motivation of the students (Ahmadi, 2009).

A study conducted to examine the relationship between certain predictor variables and the degree of burnout experienced by teachers who are handling students with varying degree of mental retardation. Maslach burnout inventory used to measure burnout of 68 samples. The result shows the age of students and teachers prescribed level of supervisory support were found to be significant predictors of emotional exhaustions, where as for depersonalization the respondents educational status and the perception of collegial support were found to be significant and finally for personal accomplishment, teachers age and perception of financial support found to be significant (Weber & Toffler, 2010).

2.4. LITERATURE RELATED TO BREATHING EXERCISE ON STRESS AND BURNOUT SYNDROME

Public press and professional literature suggest various means of coping with occupational stress and burnout. Popular antidots range from meditation, yoga and physical exercise to development of worker support networks, workers time outs, in-service training, staff retreats, job rotation and job sharing (Aderman, 1980).

One of the simplest and most effective techniques to counter the effects of stress is breathing exercise. Breathing and relaxation techniques are closely interrelated. Deep breathing is the foundation of yoga and Taichi exercises for thousands of years and is the basis of many relaxation exercises. It is widely used in various relaxation exercises and are effective way to relieve stress and panic anxiety attacks (Segal, 1995).

Slow breathing exercise can be so relaxing. It acts as quick stress reliever. This breathing exercise carefully chosen based on the physical health and life extension. Through breathing the negative emotions like anxiety, anger, depression can be greatly controlled. Slow breathing exercise is easy to learn, easy to apply requires no special knowledge or training. It is a gateway to recharge cellular batteries.

Nogawa in 2007 stated that daily slow breathing exercise lowered blood pressure and increased baroreflex sensitivity. This study described to assess an effect of slow breathing relaxation on the cardiovascular hemodynamics in response to acute stressful conditions. The results showed that the slow breathing technique could have a significant effect on improvement of hemodynamic changes following the acute stress tasks, especially in the passive coping task.

A study conducted among 190 female under graduates in USA to compare the effect of mindful breathing to alternative stress management techniques like progressive muscle relaxation and loving kindness meditation for 15 minutes, found that there is a high stress reduction in mindful breathing (Feldman, 2010).

A study was conducted by Plourde in 1998 among elementary school children in Edmuston for the management of stress using a three dimensional process with parents, teachers and students collaborated in order to empower all students to manage their day-to-day stress. Various techniques like deep breathing exercise, relaxation techniques and listening to music proved that children developed and improved their concentration, motivation, self-confidence, learning ability and reduced health problems also. Hence the researcher suggested that relaxation techniques like deep breathing may be a useful cognitive intervention to reduce stress. Slow breathing exercise is an inhaling and exhaling which is done only through the nose. The exhaling phase extends twice the length of inhaling phase, and maintaining 6-7 breaths per minute.

Brown (2005) Columbia, College of Physician and Surgeons, New York studied that mind body intervention are beneficial in stress related mental and physical disorders. Yogic breathing is a unique method for balancing the autonomic nervous system and influencing psychologic and stress related disorders. Sudharsha Kriya Yoga, sequence of specific breathing technique can alleviate anxiety, depression, every day stress, post traumatic stress and related medical illness.

Herric (2008) described that encounter of stress, anxiety and depression often benefit from relaxation techniques like breathing exercise that help to shift their focus from self punishing to self nurturing. He conveyed that practicing the abdominal breathing or calming breath exercise for 5 minutes everyday for atleast two weeks will help to damp down the physiological reactions underlying anxiety.

A study conducted among 22 volunteers with anxiety complaints and stress were grouped as experimental and control group and a breathing exercise programme named Siddha Samadhi provided for one month. The researcher found a significant reduction on anxiety, depression and tension in the interventional group. Hence researcher suggested breathing exercise methods are effective in various stages of stress and to related symptoms (Santor, 2008).

Aerobic exercise is found to be effective in burnout prevention. A study conducted by Loew (2009) in Germany among teachers for a period of month provided with aerobic breathing exercises as treatment phase and control phase. Researcher identified a significant improvement in mean scores in treatment phase after intervention. Hence researcher revealed aerobic breathing therapy could prove effective for burnout prevention.

The above verified literature for the researcher who is intended to conduct the study on effect of breathing exercise on burnout syndrome among teachers.

METHODOLOGY

The present study was designed to evaluate the effect of breathing exercise on burnout syndrome among teachers. This chapter deals with the description of the research approach, research design, setting, population, criteria for sample selection, sampling, variables of the study, materials, hypotheses, pilot study, main study and techniques of data analysis.

3.1. RESEARCH APPROACH

The present study aimed at determining the effect of breathing exercise on burnout syndrome among teachers. Hence, an evaluative research approach was adopted for the study.

3.2. RESEARCH DESIGN

The research design used for the present study was Quasi Experimental one group pretest post test design. The design was found to be appropriate to evaluate the effectiveness of breathing exercise to reduce burnout.

3.3. SETTING

The study was conducted in selected primary and secondary schools of Pala namely St. Mary's Girls Higher Secondary School, Carmel Public School and St.Vincent CMI School, at Kottayam district, Kerala. Total number of teachers in each school is eighty, forty and forty respectively within the age group of 25 – 60 years.

3.4 POPULATION

The target population for the present study was teachers with burnout syndrome.

3.5. CRITERIA FOR SAMPLE SELECTION

3.5.1 Inclusion Criteria

The respondents with following criteria were selected for the study.

1. Teachers identified with burnout
2. Teachers with in the age group 25-60 years.

3.5.2. Exclusion Criteria

The respondents with following criteria were excluded from the study.

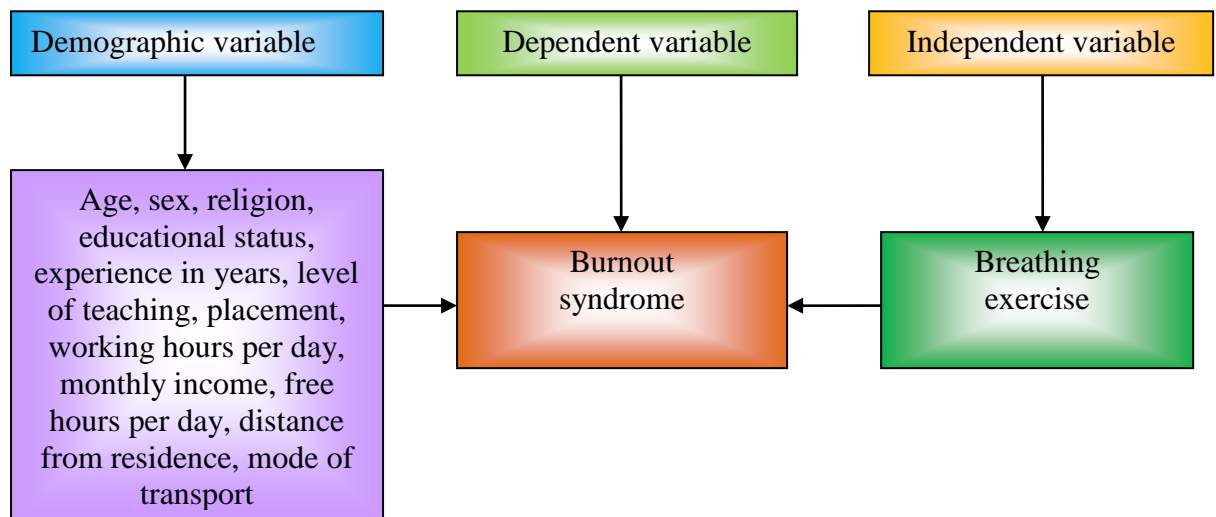
1. Pregnant mothers with complications such as gestational diabetes mellitus, multiple pregnancy, vertebral disorders.

3.6. SAMPLING

Burnout was assessed using Maslach Burnout Inventory from a accessible population of 103 teachers, purposive sample of 43 teachers with burnout were selected for the study.

3.7. VARIABLES OF THE STUDY

The independent variable in the present study was breathing exercise and dependent variable was burnout syndrome.



3.8. MATERIALS

The following materials were used for data collection

1. Demographic data
2. Modified Maslach Burnout Inventory (Maslach, 1978)
3. Breathing exercise procedure.

3.8.1. Demographic Data

Demographic data consists of age, sex, religion, educational status, experience in years, level of teaching, placement, working hours per day, free hours per day, monthly income, distance from residence and mode of transport.

3.8.2. Modified Maslach Burnout Inventory (Maslach, 1978)

The Maslach Burnout Inventory was modified by the present researcher for the study; the scale consists of three dimensions, emotional exhaustion, personal accomplishment and depersonalization. The total number of items present in the scale is 22.

1) Emotional Exhaustion

Nine questions indicating predominantly emotional behavior related to work like emotionally drained from work, frustrated by job, working too hard on job were included in the scale. The answers are rated as 6, 5, 4, 3, 2, 1 and 0. The minimum attainable score is 0 and maximum attainable score is 54. Those who obtain a score of 14 and above were considered as emotionally exhausted.

2) Personal Accomplishment

This section consists of 8 questions with a maximum attainable score 48 and minimum score of zero and the scoring pattern is 6, 5, 4, 3, 2, 1 and 0. The questions in the personal accomplishment section were indicating the personal performance of the teacher between students and colleagues. Those who obtain a score of 12 and above were considered as having personal accomplishment.

3) Depersonalisation

Five questions indicating predominantly the depletion in the personality of teachers in their behavior and attitude towards others. The minimum attainable score is zero and maximum attainable score is 30 and scoring is rated as 6, 5, 4, 3, 2, 1 and 0. Those who obtain a score of 8 and above were considered as having depersonalization.

3.8.2.1. Validity and Reliability

Maslach Burnout Inventory (1978) has international consistency and the reliability obtained for this tool is 0.90 for emotional exhaustion, 0.76 for depersonalization and 0.76 for personal accomplishment and yielded high predictive validity.(De Silva, 2009)

3.8.3. Interventional procedure

The simple and most effective technique to counter the effects of stress is breathing exercise. Breathing and relaxation techniques are closely interrelated. Breathing exercises are widely used in various relaxation exercises and are effective way to relieve stress. The researcher adopted slow deep breathing exercise to find the effectiveness on burnout.

Slow deep breathing exercise was developed by Michael Grant White (1975). He found that this exercise was effective in reducing stress and anxiety and other health problems without pharmaceutical drugs and surgery.

Slow deep breathing exercise done in two phases namely,

1. Preparatory phase
2. Exercise phase

3.8.3.1 Preparatory phase

Steps

1. Sit or stand in comfortable position
2. Keep the back straight and hands on thighs
3. Look straight ahead and relax shoulders
4. Exhale forcefully through mouth to empty lung and at the same time contract (tighten) abdominal muscles and bend forward
5. When lungs are totally empty, immediately relax the abdominals and gently inhale through nose as you stand back.
6. Repeat it for 5 times

3.8.3.2. Exercise Phase

Step I

Standing

1. Stand comfortably with back straight and feet about shoulder width apart and sink body weight in to both legs.
2. Keep the hands in a cup position in front of abdomen (right hand in life hand)
3. Look at the ground a spot 2 meters (6 feet) in front.

Step II

1. Inhale slowly raise your arms up and away from the body.

Step III

1. When arms are parallel with ground, stop inhaling
2. Drop wrists and begin lowering arms and begin exhaling.

Step IV

1. Continue exhaling until hands are back in front of abdomen and meet them at the fingertips and pause breathing for a couple of seconds.

Step V

1. Begin inhaling and raise hands vertically in front of and close to body.

Step VI

1. As hands come near to chest, turn them to face you and continue to inhale slowly and smoothly.

Step VII

1. Straighten arms up above your head on completion of inhalation and hold breath for a couple of seconds and stretch arms as high without lifting feet.

Step VIII

1. Exhale slowly and bring arms down in an arc away from body.

Step IX

1. Back to the starting position with hands cupped as in step one.
2. Repeat it 10 times, for 20 minutes.

3.9. HYPOTHESES

H₀₁: There is no significant difference in the level of emotional exhaustion before and after the breathing exercise.

H₀₂: There is no significant difference in the level of personal accomplishment before and after the breathing exercise.

H₀₃: There is no significant difference in the level of depersonalization before and after the breathing exercise.

3.10. PILOT STUDY

Pilot study was conducted to check the feasibility, practicability, validity and reliability of the study. The study was conducted in Sri Ramakrishna Engineering College at Pachapalayam, Coimbatore for a period of ten days. Teachers from both graduate and post graduate level of teaching in the age group of 25-60 years of both gender were taken here the study. Initially, the burnout among teachers was assessed using modified Maslach Burnout inventory. Purposive sample of 12 with burnout

were selected for the study. After the initial assessment, breathing exercise was administered to the sample of teachers for a period of eight days.

After completion of intervention for a period of eight days, on the ninth day burnout was reassessed among teachers using the same scale. The data collected were carefully analyzed and there was a significant reduction in the burnout level among teachers and the study was found to be feasible.

3.11. MAIN STUDY

The data was collected for a period of 30 days. The study was conducted in selected primary and secondary schools of Pala at Kottayam district, Kerala. Initially for the first five days assessment of burnout among teachers were done with Modified Maslach Burnout inventory. From 103 teachers, a purposive sample of 45 teachers with burnout were selected for the study. Breathing exercise was administered to the sample for 20 days with duration of 20 minutes every day. Two samples dropped out from the study. After completion of breathing exercise procedure the burnout among teachers was reassessed.

3.12. TECHNIQUES OF DATA ANALYSIS

A frequency table was formulated for all significant information. Descriptive and inferential statistical method was used for data analysis. Descriptive statistics applied for demographic variable analysis. Paired 't' test and Karl Pearson's coefficient of correlation used to find out the effect of breathing exercise on burnout.

DATA ANALYSIS AND INTERPRETATION

This chapter gives a detailed picture of data analysis and interpretation of results. The study was intended to find out the effect of breathing exercise on burnout syndrome among teachers of selected school. With the help of data obtained, an attempt was made to assess the burnout syndrome among teachers. The data was computed using descriptive and inferential statistics.

The study was conducted among various primary and secondary school teachers in selected schools of Pala at Kottayam district, Kerala. Totally 43 samples were collected. A standardized questionnaire – Maslach Burnout Inventory was used which consist of 22 questions and given to the teachers to assess the burnout syndrome.

SECTION – I

4.1. ANALYSIS OF DEMOGRAPHIC DATA

TABLE 4.1.
DISTRIBUTION OF AGE

Age in years	No. of respondents	Percentage (%)
25 – 35	8	19
36 – 45	21	49
46 – 55	14	32
Total	43	100

Among 43 teachers, 19 percent were between 25-35 years, 49 percent were between 36-45 years and 32 percent were between 46-55 years of age.

FIG. 4.1.
DISTRIBUTION OF AGE

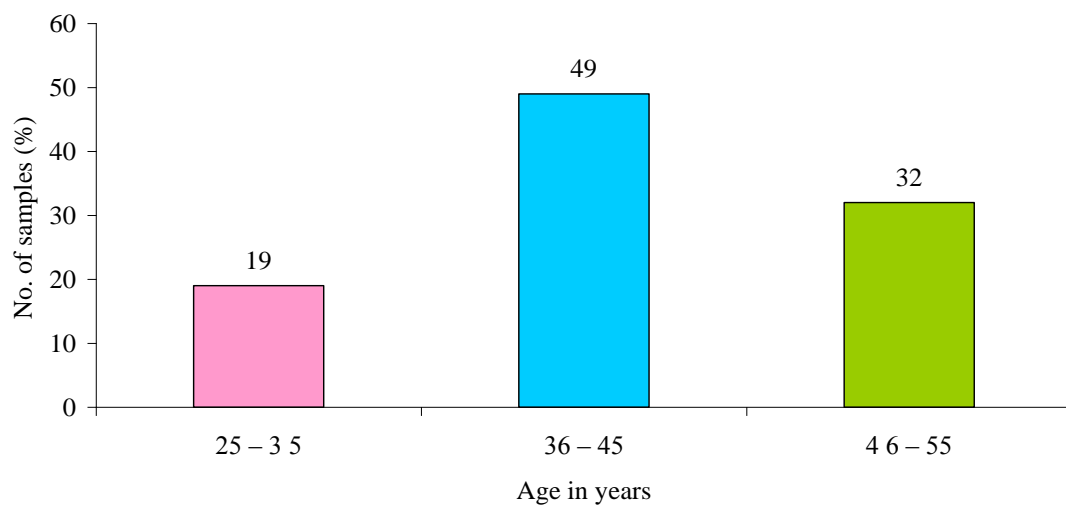


TABLE 4.2.
DISTRIBUTION OF GENDER

Gender	No. of respondents	Percentage (%)
Male	3	7
Female	40	93
Total	43	100

Among 43 teachers, 70 percent were male and 93 percent were female.

FIG. 4.2.
DISTRIBUTION OF GENDER

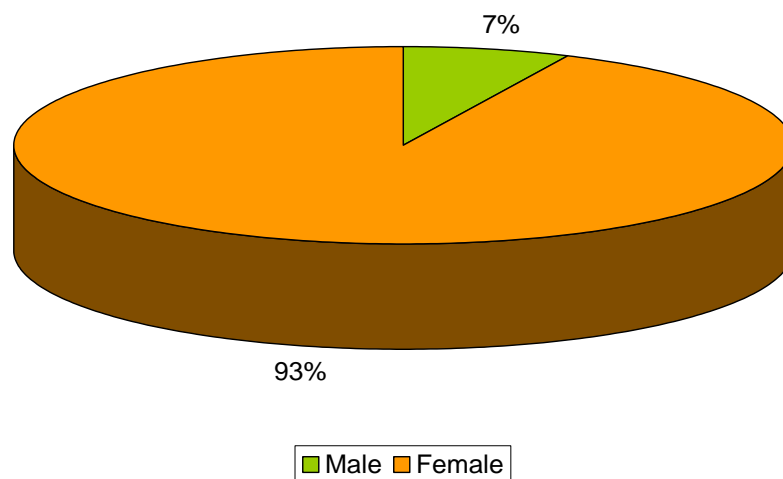


TABLE 4.3.
DISTRIBUTION OF TYPE OF FAMILY

Type of family	No. of respondents	Percentage (%)
Nuclear	26	60
Joint	17	40
Total	43	100

Among 43 teachers, 60.47 percent had nuclear family and 39.53 percent had joint family.

FIG. 4.3.
DISTRIBUTION OF TYPE OF FAMILY

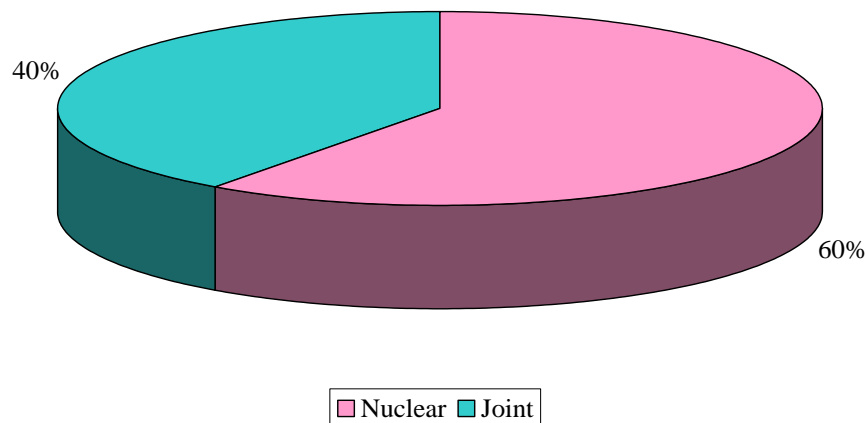


TABLE 4.4.
DISTRIBUTION OF EXPERIENCE IN YEARS

Experience in years	No. of respondents	Percentage (%)
1 – 5	13	30
6 – 10	12	28
11 – 15	7	16
16-20	11	26
Total	43	100

Among 43 teachers, 30 percent had an experience between 1-5 years, 28percent had an experience between 6-10 years, 16 percent had an experience between 11-15 years and 26 percent had an experience between 16-20 years.

FIG. 4.4.
DISTRIBUTION OF EXPERIENCE IN YEARS

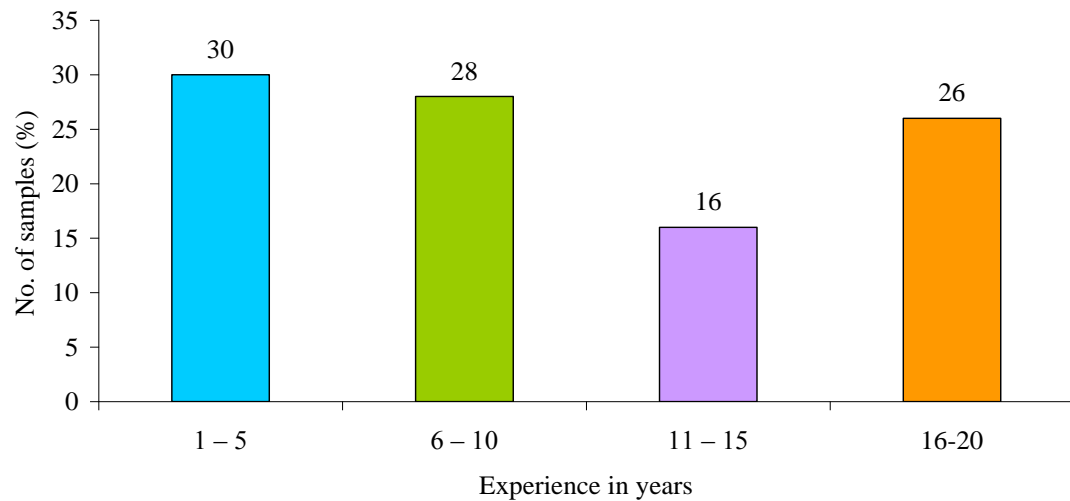


TABLE 4.5.
DISTRIBUTION OF WORKING HOURS PER DAY

Working hours/ day	No. of respondents	Percentage (%)
1 – 3	1	2
4 -6	29	68
7 – 9	13	30
Total	43	100

Among 43 teachers, 30 percent had more working hours of 7-9 hours per day and 68 had 4-6 hours of work per day and 2 percent had minimum of 1-3 hours work per day.

FIG. 4.5.
DISTRIBUTION OF WORKING HOURS PER DAY

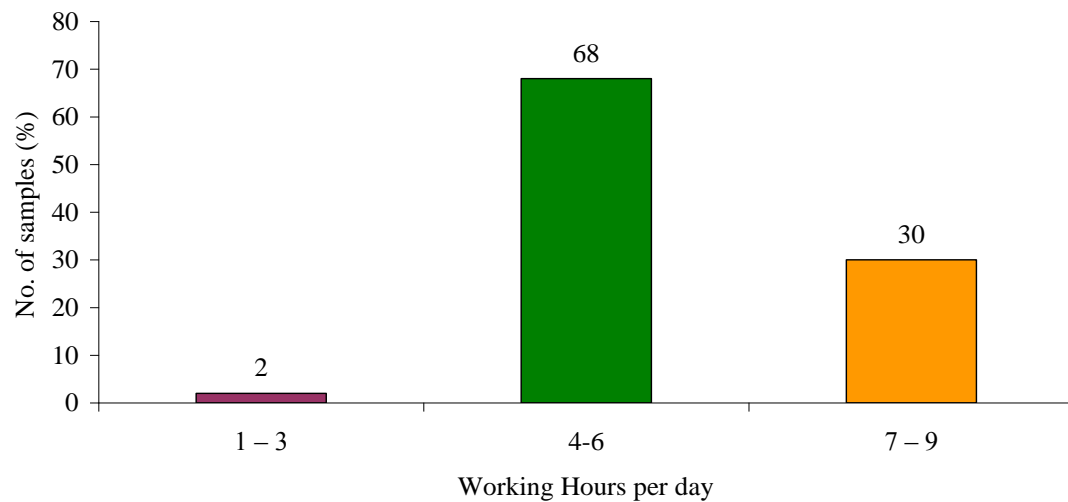


TABLE 4.6.
DISTRIBUTION OF MONTHLY INCOME

Monthly Income (in Rs.)	No. of respondents	Percentage (%)
1000 – 5000	18	42
6000 – 10000	4	9
11 000 – 15000	8	19
16000 – 20000	13	30
Total	43	100

Among 43 teachers, 42 percent of respondents had a monthly income ranged between Rs.1000-5000/-, 9 percent of respondents had a income between Rs. 6000-10000/-, 19 percent teachers had an income between Rs. 11000-15000/- and 30 percent teachers had an income ranging between Rs. 16000-20000.

FIG. 4.6.
DISTRIBUTION OF MONTHLY INCOME

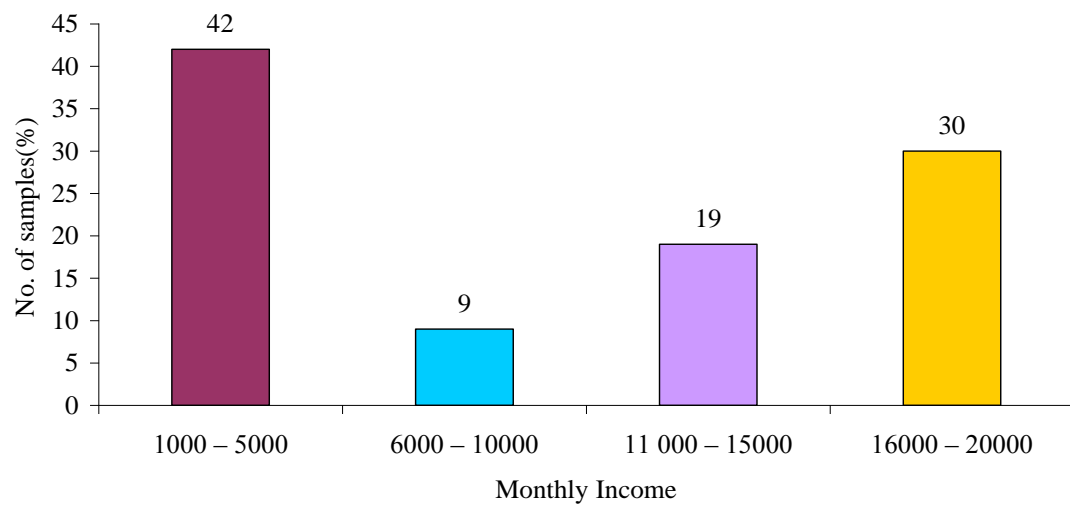
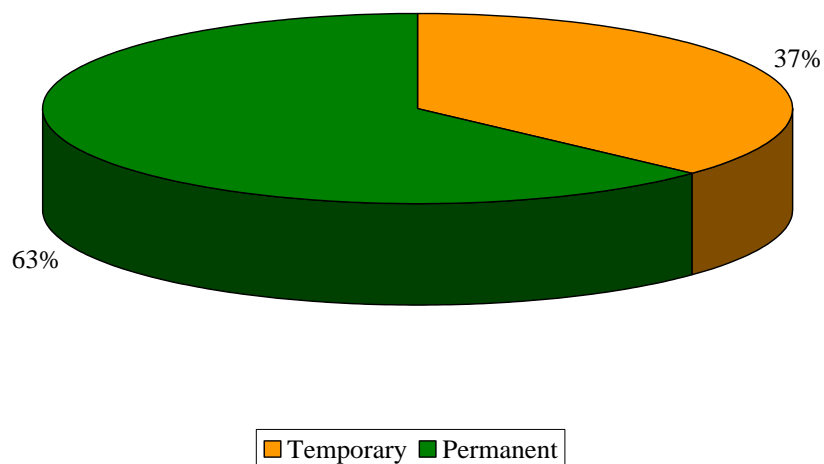


TABLE 4.7.
DISTRIBUTION OF PLACEMENT

Placement	No. of respondents	Percentage (%)
Temporary	16	37
Permanent	27	63
Total	43	100

Among 43 teachers, 37 percent of respondents were temporarily placed and 63 percent had permanent placement.

FIG. 4.7.
DISTRIBUTION OF PLACEMENT



SECTION – II

4.2. ANALYSIS ON BURNOUT SYNDROME AMONG TEACHERS BEFORE AND AFTER BREATHING EXERCISE

Paired 't' test was calculated to find out the influence of breathing on pre and post test scores of burnout syndrome.

TABLE 4.8.
THE MEAN, STANDARD DEVIATION, MEAN DIFFERENCE
AND 't' VALUE OF EMOTIONAL EXHAUSTION

(N=43)

Test	Mean	SD	Mean difference	't' value
Pre test	35.09	8.71	4.21	8.650**
Post test	30.88	8.37		

** significant at 0.01

The mean score of the teachers with emotional exhaustion before receiving breathing exercise was 35.09 and it was decreased to 30.88 after the exercise. The table reveals that there is a positive difference in their level of emotional exhaustion.

The calculated 't' value 8.65 was compared with the table value 2.326 at 42 degrees of freedom with 0.01 level of significance. The calculated value was much higher than the table value. Thus null hypothesis was rejected. Hence there exist, a highly significant effect of breathing exercise on emotional exhaustion level among teachers. This reveals that breathing exercise has its role in reduction of burnout.

TABLE 4.9.
THE MEAN, STANDARD DEVIATION, MEAN DIFFERENCE
AND ‘t’ VALUE OF PERSONAL ACCOMPLISHMENT

(N=43)

Test	Mean	SD	Mean difference	‘t’ value
Pre test	33.16	5.35	1.77	5.10**
Post test	34.93	4.71		

** significant at 0.01 level

The mean score of the teachers with burnout before and after receiving breathing exercise was 33.16 and 34.93 respectively. The table reveals that there is a positive difference in their level of burnout.

The calculated ‘t’ value 5.10 was compared with the table value 2.326 at 42 degrees of freedom with 0.01 level of significance. The calculated value was much higher than the table value, thus null hypothesis was rejected. Hence there existed, a highly significant effect of breathing exercise on personal accomplishment level among teachers. This reveals that breathing exercise has its role in the improvement of personal accomplishment.

TABLE 4.10.
THE MEAN, STANDARD DEVIATION, MEAN DIFFERENCE
AND ‘t’ VALUE OF DEPERSONALIZATION

(N=43)

Test	Mean	S.D.	Mean difference	‘t’ value
Pre test	17	5.75	1.7	6.19**
Post test	15.30	5.45		

** significant at 0.01 level

The mean score of the teachers with depersonalization before and after receiving breathing exercise was 17 and depersonalization level was decreased to 15.30 after the exercise. The table reveals that there is a positive difference in their level of depersonalization.

The calculated ‘t’ value 6.19 was compared with the table value 2.326 at 42 degrees of freedom with 0.01 level of significance. The calculated value was much higher than the table value, thus null hypothesis was rejected. Hence there exists a highly significant effect of breathing exercise on depersonalization level among teachers. This reveals that breathing exercise has its role in the reduction of depersonalization.

SECTION – III

4.3. RELATIONSHIP BETWEEN SELECTED DEMOGRAPHIC VARIABLES AND THE LEVEL OF BURNOUT SYNDROME

Karl Pearson's coefficient correlation was used to assess the influence of demographic variables on the burnout syndrome before intervention.

TABLE 4.11.
INFLUENCE OF DEMOGRAPHIC VARIABLES
ON BURNOUT SYNDROME

Demographic variables	Emotional Exhaustion	Personal Accomplishment	Depersonalization
Age	-0.20	0.16	-0.09
Years of experience	-0.18	0.26	-0.25
Working hours	0.303	-0.33	-0.27

The above results indicate the influence of age and years of experience on burnout score among teachers. It is found that, both age and years of experience are positively correlated with personal accomplishment and have a negative correlation with emotional exhaustion and depersonalization.

Similarly, the influence of working hours on burnout score was analysed. It reveals that emotional exhaustion have positive correlation and personal accomplishment and depersonalization have a negative correlation with working hours.

RESULTS AND DISCUSSION

The present chapter reveals the results and discussion in detail. The analysed data is discussed under various sections. The section – A deals with demographic data, section – B deals with the distribution of level of burn out among teachers and section – C deals with the comparison of effectiveness of breathing exercise on level of burn out.

5.1. FINDINGS RELATED TO DEMOGRAPHIC DATA OF THE SAMPLES

In the present study, 43 sample were taken. Table 4(1) – 4(7) reveals the distribution of demographic data. Among 43 samples, 49 percent of them were 36 – 45 years old, 32 percent of them were 46 – 55 years old and 19 percent were 25 – 35 years old. With respect to gender 93 percent were women and 7 percent were males. Based on years of experience 30 percent had 1 – 5 years of experience , 28 percent had 6 – 10 years of experience , 28 percent had 16 -20 years and 16 percent had 11 – 15 years of experience respectively. And based on placement 63 percent were permanently placed while 37 percent had temporary placement. Similarly, a study conducted by Etzion, (1984); Solowji, (1992) shows that females have more burnout than males. Less work experienced had more burnout than those with more work experience.

5.2. DISTRIBUTION OF LEVEL OF BURN OUT

The level of burn out among teachers in primary and higher secondary schools was assessed by using the Maslach Burnout Inventory. The burnout inventory consist

of three sub scales of part A-Emotional Exhaustion, part B-Personal Accomplishment and part C-Depersonalization

On assessment of emotional exhaustion level, 23 percent of samples had severe level (42 – 54) of emotional exhaustion, 56 percent had moderate level (28 – 41) and 21 percent of samples had mild level (14 – 27) of emotional exhaustion.

On assessment of personal accomplishment level, 30 percent had high level (36 – 48) of personal accomplishment, 63 percent had moderate level (24 – 35) and 7 percent had low level (12 – 23) of personal accomplishment.

Similarly, on assessment of depersonalization level, 7 percent of samples were having severe level (24 – 30) of depersonalization, 37 percent of samples had mild level (8 – 15) and 5 percent of samples with no depersonalization (0 – 7).

The findings of the present study is consistent with the report of Solowji (1992) that emotional exhaustion was the most prominent burnout characteristics demonstrated in the subjects and moderate depersonalization with quite high personal accomplishment.

5.3. COMPARISON OF EFFECTIVNESS OF BREATHING EXERCISE TERMS OF BURNOUT LEVEL

The study variable herein examined is a holistic concept and consists of three dimensions such as Emotional exhaustion, Personal accomplishment and Depersonalization those which are individually identified. Table 4(8) – 4(10) reveals the comparison of the level of burnout before and after the breathing exercise. On analyzing significant difference before and after the breathing exercises, shows that

the emotional exhaustion, personal accomplishment and depersonalization are 8.65, 5.10 and 6.19 when compared with the table value 2.326 at 42 degrees of freedom with 0.01 level of significance. The calculated value was much higher than the table value. Thus null hypotheses, “There is no significant difference in the level of emotional exhaustion before and after breathing exercise”. “There is no significant difference in the level of personal accomplishment before and after breathing exercise”. “There is no significant difference in the level of depersonalization before and after breathing exercise” were rejected. The findings of the study conducted by Loew (2009) reveals that aerobic breathing exercise were used and to prevent burnout among teachers in Germany and was found to be effective. The results in the present study is also similar to the above cited result. Hence, any breathing exercise or any behavioral intervention which play a major role in reducing the level of burnout. The present result obtained in this small piece of the experiment clearly shows that burnout is a syndrome that can be reduced through any sort of behavioral techniques. Breathing exercise is one of the behavioral interventions that can be applied to many behavioral problems that can be adopted as an effective mechanism to handle work stress and burnout.

5.4. RELATIONSHIP BETWEEN SELECTED DEMOGRAPHIC VARIABLES AND BURNOUT SCORE

Karl Pearson’s co-efficient of correlation was calculated to find out the influence of selected demographic variables like age, years of experience and working hours on burnout score before intervention.

The table 4(11) reveals the influence of age and years of experience on burnout score among teachers. It is found that, both age and years of experience are positively correlated with personal accomplishment ($r = 0.16, 0.26$) and have a negative correlation with emotional exhaustion ($r = -0.20, -0.18$) and depersonalization ($r = -0.09, -0.25$). Similarly the influence of working hours on burnout score of teachers was assessed and was found to have positive correlation with emotional exhaustion ($r = 0.303$) whereas personal accomplishment ($r = -0.33$) and depersonalization ($r = -0.27$) are negatively correlated. Though the result is in line with the study conducted by Maslach & Jackson (1981) the relationship is less. In that study those who spent more working time in direct contact with subjects scored higher on emotional exhaustion and reduced depersonalization as well as unrelated level of personal accomplishment level with division of work.

SUMMARY AND CONCLUSION

The study was conducted with the objectives to find out the effect of breathing exercise on burnout syndrome among teachers. Burnout is common among teachers due to dynamic educational and organizational demands. Application of breathing exercise reduces burnout promotes the quality of personal and professional performance of teachers. Initially burnout among teachers was assessed using standardized Maslach Burnout Inventory. The samples who scored more than 13 in emotional exhaustion more than 8 in depersonalization and more than 11 in personal accomplishment were selected for the study. Breathing exercise was given for a period of month and the level of burnout was reassessed with the same scale.

The conceptual framework of this study was based up on Betty Newman's stress theory (1970). A quantitative experimental approach was used for the study. Review of literature brought out many facts about burnout syndrome, occupation, stress and disorders, burnout syndrome among teachers and breathing interventions on burnout for teachers.

This study was conducted at selected primary and secondary schools of Pala at Kottayam District in Kerala. A quasi experimental one group pretest post test design was adopted for the study, purposive sampling method was used to select the samples for the study. Total number of samples were selected during the study period was 43. Paired 't' test was used to findout the relation before and after providing breathing exercise. This study indicates that the administration of breathing exercise promoted the behavioral performance of teachers after providing breathing intervention.

6.1. MAJOR FINDINGS OF THE STUDY

1. The demographic data reveals that a maximum of 49 percent of teachers with burnout were found in the age group between 36-45 years
2. It reveals that a maximum of 60 percent had nuclear family.
3. It also reveals that 30 percent of teachers had 1-5 years of experience, 28 percent had 6-10 years of experience, 16 percent had 11-15 years of experience and 26 percent had 16-20 years of experience.
4. The study also reveals that 63 percent of them were permanently placed and 37 percent had temporary placement.
5. The study shows that breathing exercise was found to be effective in reducing emotional exhaustion among teachers.
6. The study also reveals that breathing exercise was found to be effective in reducing depersonalization among teachers.
7. The study also reveals that breathing exercise was found to be effective in improving personal accomplishment among teachers.

6.2. LIMITATIONS

1. The study was limited to one setting.
2. The study was confined to small number of subjects and shorter period that limits generalization.
3. The effectiveness of breathing exercise could not be clearly determined, since no effort was taken to control extraneous variables.
4. Only few male participants in the sample, that limits gender discrimination.
5. Uniformity in administering intervention could not be made.

6.3. RECOMMENDATIONS

1. The study can be replicated with a larger size of sample for wider generalization of findings.
2. A similar study can be conducted among other disciplines such as staff nurse, police personnel and social workers.
3. A similar long-term study can be conducted to determine the association of demographic variables with level of burnout.
4. A follow-up study can be conducted to determine the level of burnout.
5. To determine the effectiveness of breathing exercises, a pure experimental approach can be adopted.

6.4. NURSING IMPLICATIONS

6.4.1. Nursing Education

Breathing exercise have primary focus on teachers with burnout to cope up with the stressful situations. Breathing exercise is a simple method and can be used by any person irrespective of age and profession to cope up with the stressful situations. This breathing exercise can be included in the nursing curriculum. Education department can be informed about the need and importance of including relaxation strategies like breathing exercise for teachers as a regular practice in their profession in order to prevent and manage daily stressful situations.

6.4.2. Nursing Administration

The nursing administration can implement such interventional programme to handle burnout and cope up with stressful situations effectively. These research based evidence can be experimented in the work set up for the effective functioning of human resource management.

6.4.3. Nursing practice

Breathing exercise helps us to cope up with the stressful situations. Nurses are proved to have burnout since the multivariance and multidimensional form of their profession and can be practice this technique as a routine.

6.4.4. Nursing Research

The effect of breathing exercise in reducing the level of burnout of various discipline such as staff nurses, factory workers, police personnel, sales workers, social workers could be studied. And the relationship between burnout and health consequences to be studied. The incidence and prevalence of burnout syndrome in vulnerable populations like IT professional also could be studied. Since importance to mental health is as important as physical health, alternative methods like breathing exercise can be used to cope up with stressful conditions.

6.5. CONCLUSION

Stress and burnout are high in people with constant human exposure and interactions. Human interaction is inevitable in helping professions like teaching. Teaching is a high stressful occupation. The problem of stress among teachers exist in their every day life and found to be rectified with effective strategies for better output of students as well as teachers. Thus stress and burnout among teachers must be

managed in a timely manner using effective coping strategies like positive thinking, laughter, menu management, music therapy and breathing exercises. The researcher adopted one among various breathing exercise like slow deep breathing exercise to reduce teacher stress. The result revealed in the present study is found with evidence that, any breathing exercise is an effective mechanism in reducing burnout.

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ANNEXURE - I

Paired 't' test

To test the hypothesis, 't' test was applied to findout the significant difference in before and after the breathing exercise.

$$t = \frac{\bar{d}}{\frac{SD}{\sqrt{n}}}$$

$$SD = \sqrt{\frac{\sum (d - \bar{d})^2}{n}}$$

\bar{d} = Mean of difference between pretest and post test score

SD = Standard deviation of the pre-test and post test score

n = Number of samples

ANNEXURE – II

KARL PEARSON’S COEFFICIENT OF CORRELATION

This was calculated to find out the influence of independent variable on dependent variable. Influence of age, years of experience and working hours as assessed through Karl Pearson’s Co-efficient of correlation in order to find the significance of relationship between the two variables.

$$r = \frac{\frac{\sum xy}{n} - \bar{x}\bar{y}}{SD_x \cdot SD_y}$$

$$\bar{x} = \text{Mean of pretest}$$

$$\bar{y} = \text{Mean of posttest}$$

$$\frac{\sum xy}{n} = \text{Average of pretest and post test score}$$

$$SD_x = \text{Standard deviation of pre test score}$$

$$SD_y = \text{Standard deviation of post test score}$$

APPENDIX – I

LETTER REQUESTING FOR PERMISSION TO CONDUCT THE STUDY

From
Ms. Sneha Joseph,
II year M.Sc (Nursing),
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore -641044.

To
THE PRINCIPAL
ST. MARY'S PRIMARY SCHOOL PALA
KOTTAYAM (DL) KERALA

Through
The Principal,
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore - 641044.

Respected Sir/Madam,

Sub: Letter requesting permission for conducting the research study.

I, Sneha Joseph, II Year M.Sc (Nsg) in College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore – 641044 as a part of the curriculum under Dr. M.G. R. Medical University to conduct research, I have selected the research topic on "Effect of Breathing Exercise on Burn out Syndrome Among Teachers in Selected School, Kerala" as my research study.

I hereby request you to permit me for conducting the research among teachers during the month of May and July 2010 in selected schools. I assure that, I will adhere to your rules and regulations. So, kindly do the needful for me. I am grateful to you, when I have been given an opportunity to do my research in your school.

Thanking you

Yours faithfully,

Coimbatore
Date: 3-5-2010

Sneha Joseph
PRINCIPAL
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore - 641044.

Sneha
(SNEHA JOSEPH)



Permission granted

Sneha
Headmistress
St. Mary's L. P. School
Lalam, Pala.

From

Ms. Sneha Joseph,
II year M.Sc (Nursing),
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore -641044.

To

*THE PRINCIPAL,
CARAMEL PUBLIC SCHOOL
PALA, KOTTAYAM (DL)
KERALA.*

Through

The Principal,
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore - 641044.

Respected Sir/Madam,

Sub: Letter requesting permission for conducting the research study.

I, Sneha Joseph, II Year M.Sc (Nsg) in College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore - 641044 as a part of the curriculum under Dr. M.G. R. Medical University to conduct research, I have selected the research topic on "Effect of Breathing Exercise on Burn out Syndrome Among Teachers in Selected School, Kottayam, Kerala" as my research study.

I hereby request you to permit me for conducting the research among teachers during the month of June and July 2010 in selected schools. I assure that, I will adhere to your rules and regulations. So, kindly do the needful for me. I am grateful to you, when I have been given an opportunity to do my research in your school.

Thanking you

Seetha
PRINCIPAL

College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore - 641 044.

Yours faithfully,

Coimbatore
Date: 8-6-2010

m.e.s.
(SNEHA JOSEPH)



Margaret
PRINCIPAL
CARAMEL PUBLIC SCHOOL
PALA

From

Ms. Sneha Joseph,

II year M.Sc (Nursing),

College of Nursing,

Sri Ramakrishna Institute of Paramedical Sciences,

Coimbatore -641044.

To

THE PRINCIPAL

ST. MARY'S GIRLS HIGH SCHOOL PALA

KOTTAYAM (K)

KERALA

Through

The Principal,

College of Nursing,

Sri Ramakrishna Institute of Paramedical Sciences,

Coimbatore - 641044.

Respected Sir/Madam,

Sub: Letter requesting permission for conducting the research study.

I, Sneha Joseph, II Year M.Sc (Nsg) in College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore – 641044 as a part of the curriculum under Dr. M.G. R. Medical University to conduct research, I have selected the research topic on **"Effect of Breathing Exercise on Burn out Syndrome Among Teachers in Selected School, Kottayam, Kerala"** as my research study.

I hereby request you to permit me for conducting the research among ~~teachers~~ during the month of June and July 2010 in selected schools. I assure that, I will adhere to your rules and regulations. So, kindly do the needful for me. I am grateful to you, when I have been given an opportunity to do my research in your school.

Thanking you

Serthala
PRINCIPAL

College of Nursing,

Sri Ramakrishna Institute of Paramedical Sciences

Coimbatore - 641 044.

Yours faithfully,

Coimbatore

Date: 8.6.2010

m a j
(SNEHA JOSEPH)



Sky.AQ
Headmistress
St. Mary's G. H. S. S. Palai.

From
Ms. Sneha Joseph,
II year M.Sc (Nursing),
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore -641044.

To

The Principal,
ST. MARY'S GIRLS HIGHER SECONDARY SCHOOL, TALAI
KOTTAYAM. (DB)
KERALA.

Through

The Principal,
College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences,
Coimbatore - 641044.

Respected Sir/Madam,

Sub: Letter requesting permission for conducting the research study.

I, Sneha Joseph, II Year M.Sc (Nsg) in College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore - 641044 as a part of the curriculum under Dr. M.G. R. Medical University to conduct research, I have selected the research topic on "Effect of Breathing Exercise on Burn out Syndrome Among Teachers in Selected School, Kottayam, Kerala" as my research study.

I hereby request you to permit me for conducting the research among teachers during the month of June and July 2010 in selected schools. I assure that, I will adhere to your rules and regulations. So, kindly do the needful for me. I am grateful to you, when I have been given an opportunity to do my research in your school.

Thanking you

Sneha Joseph
PRINCIPAL

College of Nursing,
Sri Ramakrishna Institute of Paramedical Sciences
Coimbatore - 641 044.

Yours faithfully,

m.s.j.
(SNEHA JOSEPH)

Coimbatore
Date: 8.6.2010

Permission Granted.

St. Theresiamma Mani
Principal
St. Mary's G. H. Talai

APPENDIX - II

FORMAT FOR CONTENT VALIDITY

Name of the expert : Ms. S. GURISHA

Address : Asst Professor. D
Department of Psychology
K.G. College of Nursing
K.G. HOSPITAL COIMBATORE.

Total content for the tool : Adequate/ Inadequate

Kindly validate each tool and tick wherever applicable.

Sl. No.	No. of tool selection	Strongly agree	Agree	Need modification	Remarks
1.	Section - 1		✓		
2.	* Section - 2 ^{Question}			✓ people (Students)	
3.	Section - 3		✓		
4.	Section - 4				
5.	Section - 5				

- * people refers to whom Colleagues or students change as required.
- * What is meant by recipients? Change if necessary

Date: 26/5/10

S. Gurisha
Signature of the Expert

✓

FORMAT FOR CONTENT VALIDITY

Name of the expert :

JAENY KEMP
PRINCIPAL
INSTITUTE OF NURSING
G.K.N.M. HOSPITAL
COIMBATORE- 641 037.

Address :


Total content for the tool : Adequate/ Inadequate

Kindly validate each tool and tick wherever applicable.

Sl. No.	No. of tool selection	Strongly agree	Agree	Need modification	Remarks
1.	Section - 1				
2.	Section - 2				
3.	Section - 3				
4.	Section - 4				
5.	Section - 5				

MODIFY YOUR SECTION - 1 & VERBALISE
BASE LINE DATA.

Date: 10/5/10


Signature of the Expert

FORMAT FOR CONTENT VALIDITY

Name of the expert : Dr. S. L. Ravi Shankar

Address : Prof. Dr.
Department of Community Medicine
PSG IMSR
Coimbatore - 641 004

Total content for the tool : Adequate[✓]/ Inadequate

Kindly validate each tool and tick wherever applicable.

Sl. No.	No. of tool selection	Strongly agree	Agree	Need modification	Remarks
1.	Part - A		✓		
2.	Part - B		✓		
3.	Section - 1		✓		
4.	Section - 2		✓		
5.	Section - 3		✓		

Date: 2-6-2010

S. L. Ravi Shankar
Signature of the Expert

APPENDIX - III

QUESTIONNAIRE TO ASSESS THE LEVEL OF BURNOUT SYNDROME AMONG TEACHERS

Part – A

BASELINE DATA

Sample Number	:	
Age	:	
Sex	:	
Religion	:	
Educational status	:	
Marital status	:	
Type of family	:	Nuclear/Joint
Number of children	:	
Experience in years	:	
Placement	:	Permanent/ Temporary
Level of teaching	:	Primary /Secondary
No. of subjects taught	:	
Working hours per day	:	
Resting hours	:	
Monthly Income	:	
Distance from residence	:	
Mode of transport	:	

PART – B MODIFIED MBI

SECTION – I EMOTIONAL EXHAUSTION

Sl. No.	Questions	Every day	A few times a week	Every week	A few times a month	Monthly	A few times a year	Never
		6	5	4	3	2	1	0
1.	I feel emotionally drained from my work							
2.	I feel used up at the end of work day							
3.	I feel fatigued when I get up in the morning and have to face another day on the job							
4.	Working with people all day is really strain for me							
5.	I feel burned out from my work							
6.	I feel frustrated by my job							
7.	I feel I'm working too hard on my job							
8.	Working with people directly puts too much stress on me							
9.	I feel like I'm at the end of my rope							

SECTION – II PERSONAL ACCOMPLISHMENT

Sl. No.	Questions	Every day	A few times a week	Every week	A few times a month	Monthly	A few times a year	Never
		6	5	4	3	2	1	0
1.	I can easily understand how my recipients feel about things							
2.	I deal very effectively with the problems of my recipients							
3.	I feel I'm positively influencing other people's lives through my work							
4.	I feel very energetic							
5.	I can easily create a relaxed atmosphere with my recipients							
6.	I feel exhilarated after working closely with my recipients							
7.	I have accomplished many worthwhile things in this job							
8.	In my work, I deal with emotional problems very calmly							

SECTION – III DEPERSONALISATION

Sl. No.	Questions	Every day	A few times a week	Every week	A few times a month	Monthly	A few times a year	Never
		6	5	4	3	2	1	0
1.	I feel I treat some recipients as If they were impersonal objects							
2.	I have become more callous toward people since I took this job							
3.	I worry that this job is hardening me emotionally							
4.	I don't really care what happens to some recipients							
5.	I feel recipients blame me for some of their problems							

APPENDIX - IV

ടീച്ചേഴ്സിനിടയിലുള്ള ബേൺഔട്ട് സിൻഡ്രോം പരിശോധിക്കുന്നതിനുള്ള ചോദ്യാവലി

ഭാഗം - A

അടിസ്ഥാനവിവരങ്ങൾ

സാമ്പിൾ നമ്പർ	:
പ്രായം	:
ലിംഗം	: ആൺ/പെൺ
മതം	: ഹിന്ദു/മുസ്ലീം/ക്രിസ്ത്യൻ
വിദ്യാഭ്യാസ യോഗ്യത	:
പ്രവർത്തി പരിചയം (വർഷത്തിൽ)	:
പഠിപ്പിക്കുന്ന വിഭാഗം	: പ്രൈമറി/ഹൈസ്കൂൾ
അധ്യാപകന്റെ സ്ഥാനം (നില)	: താൽക്കാലികം/സ്ഥിരമായത്
പഠിപ്പിക്കുന്ന വിഷയങ്ങളുടെ എണ്ണം	:
ഒരു ദിവസത്തെ പ്രവർത്തി സമയം (മണിക്കൂറിൽ)	:
ഒരു പ്രവർത്തി ദിവസത്തിലെ വിശ്രമസമയം (മണിക്കൂറിൽ)	:
മാസ വരുമാനം	:
വൈവാഹികാവസ്ഥ	: വിവാഹിത/അവിവാഹിത
കുടുംബഘടന	: അണുകുടുംബം/കൂട്ടുകുടുംബം
കുട്ടികളുടെ എണ്ണം	:
വീട്ടിൽ നിന്നും സ്കൂളിലേയ്ക്കുള്ള ദൂരം	:
വീട്ടിൽ നിന്നും സ്കൂളിലേയ്ക്കുള്ള ഗതാഗതമാർഗ്ഗം	:

ഭാഗം - B പരിഷ്കരിച്ച എം.ബി.ഐ

വിഭാഗം - I വൈകാരിക അവസാദം (ശോഷണം)

നമ്പർ	ചോദ്യങ്ങൾ	ദിനം തോറും	ആഴ്ചയിൽ വല്ലപ്പോഴും	ആഴ്ചതോറും	മാസത്തിൽ വല്ലപ്പോഴും	മാസം തോറും	വർഷത്തിൽ വല്ലപ്പോഴും	ഒരിക്കലുമില്ല
1.	വൈകാരികമായി എന്റെ ജോലിയിൽ എനിക്ക് നിരുന്മേഷം അനുഭവപ്പെടാറുണ്ട്							
2.	ഒരു പ്രവർത്തി ദിവസത്തിന്റെ അവസാനം ഞാൻ ഉപയോഗിക്കപ്പെട്ടതായി എനിക്ക് അനുഭവപ്പെടുന്നു.							
3.	രാവിലെ എഴുന്നേൽക്കുമ്പോൾ മടുപ്പനുഭവപ്പെടുകയും വേറൊരു ദുർഘടദിനം നേരിടണമല്ലോ എന്ന തോന്നലുണ്ടാകുന്നു							
4.	മറ്റുള്ളവരുമായി ദിവസം മുഴുവനും ജോലിയിൽ ഏർപ്പെടുന്നത് എന്നെ വളരെയധികം ആയാസപ്പെടുത്തുന്നു.							
5.	എന്റെ ജോലിയിൽ ഞാൻ പൊട്ടിത്തെറിക്കുന്നതായി അനുഭവപ്പെടുന്നു.							
6.	എന്റെ ജോലിയിൽ എനിക്ക് നിരുന്മേഷം അനുഭവപ്പെടുന്നു.							
7.	ഞാൻ എന്റെ ജോലിയിൽ വളരെയധികമായി (അത്യധികമായി) അദ്ധ്വാനിക്കുന്നതായി അനുഭവപ്പെടുന്നു.							
8.	മറ്റുള്ളവരുമായി നേരിട്ടിടപഴുകുന്നത് എന്നിൽ വളരെയധികം പിരിമുറുക്കം ഉണ്ടാക്കാറുണ്ട്.							
9.	ഞാനെന്റെ അവസ്ഥയുടെ (കഴിവിന്റെ) അന്ത്യത്തിലെത്തി എന്നെനിക്കനുഭവപ്പെടുന്നു.							

വിഭാഗം - II വ്യക്തിപരമായ (നേട്ടങ്ങൾ) സാഫല്യം

നമ്പർ	ചോദ്യങ്ങൾ	ദിനം തോറും	ആഴ്ചയിൽ വല്ലപ്പോഴും	ആഴ്ചതോറും	മാസത്തിൽ വല്ലപ്പോഴും	മാസം തോറും	വർഷത്തിൽ വല്ലപ്പോഴും	ഒരിക്കലുമില്ല
1.	മറ്റുള്ളവർക്ക് കാര്യങ്ങൾ അനുഭവപ്പെടുന്നതെങ്ങനെ എന്നത് എളുപ്പത്തിൽ എനിക്ക് മനസ്സിലാക്കുവാൻ സാധിക്കുന്നു.							
2.	മറ്റുള്ളവരുടെ പ്രശ്നങ്ങൾ ഞാൻ ഫലപ്രദമായി പരിഹരിക്കാറുണ്ട്							
3.	മറ്റുള്ളവരുടെ ജീവിതത്തെ മാതൃകാനുസാരമായ രീതിയിൽ എന്റെ ജോലിയിലൂടെ ഞാൻ സ്വാധീനിക്കാറുണ്ട്.							
4.	എനിക്ക് വളരെയധികം ഉത്സാഹമുള്ളതായി അനുഭവപ്പെടാറുണ്ട്.							
5.	മറ്റുള്ളവരുമായി വളരെ വേഗത്തിൽ ശാന്തമായ ഒരന്തരീക്ഷം ഉണ്ടാക്കുവാൻ എനിക്ക് സാധിക്കാറുണ്ട്.							
6.	സഹപ്രവർത്തകരോടൊത്ത് ജോലി ചെയ്യുന്നത് എനിക്ക് ആനന്ദദായകമാണ്.							
7.	എന്റെ പ്രവർത്തനരംഗത്ത് മൂല്യമുള്ള നേട്ടങ്ങളുടെ ഉടമയാകാൻ എനിക്ക് സാധിക്കുന്നുണ്ട്.							
8.	ജോലി സമയത്തുണ്ടാകുന്ന വൈകാരിക പ്രശ്നങ്ങളെ ശാന്തമായി നേരിടാൻ എനിക്കാകുന്നു.							

വിഭാഗം - III വ്യക്തിത്വ വിഘടനം

നമ്പർ	ചോദ്യങ്ങൾ	ദിനം തോറും	ആഴ്ചയിൽ വല്ലപ്പോഴും	ആഴ്ചതോറും	മാസത്തിൽ വല്ലപ്പോഴും	മാസം തോറും	വർഷത്തിൽ വല്ലപ്പോഴും	ഒരിക്കലുമില്ല
1.	ചിലരെ വ്യക്തികളായല്ല വസ്തുക്കളായാണ് ഞാൻ ഗണിക്കുന്നതെന്ന് എനിക്ക് തോന്നുന്നു.							
2.	ഈ ജോലിയിൽ വന്നതിനുശേഷം ഞാൻ കൂടുതൽ കാഠിന്യമേറിയ വ്യക്തിയായി തീർന്നിരിക്കുന്നു.							
3.	വൈകാരികമായി ഈ ജോലി എന്നെ ബാധിക്കുന്നു എന്നതിനെപ്പറ്റി ഞാൻ വ്യാകുലപ്പെടാറുണ്ട്.							
4.	ഞാനുമായി ഏർപ്പെടുന്ന ചിലരുടെയെങ്കിലും കാര്യത്തിൽ വളരെ ശ്രദ്ധ കൊടുക്കാറില്ല.							
5.	മറ്റുള്ളവർ അവരുടെ ചില പ്രശ്നങ്ങൾക്ക് എന്നെ കുറ്റപ്പെടുത്തുന്നതായി അനുഭവപ്പെടാറുണ്ട്.							

DECLARATION

I hereby declare that Malayalam (editing) translation of questionnaire (MBI) is clear and correctly done.

Place :


Date :

Name of expert:

Address :

APPENDIX - V

TRAINING CERTIFICATE FOR BREATHING EXERCISE



CENTRE :
SMRITI SCHOOL OF FINE ARTS
49, Dr. Jeganathan Nagar, Opp. Medical College
Avinashi Road, Coimbatore - 641 014


EASY METHODS FOR DAILY PRACTICE

RESIDENCE : 61, Sri Nagar, B.R. Puram, Peelamedu (P.O.), Coimbatore - 641 004.
Cell : 94431 15117 - Email : ts.mohanraj@yahoo.in

Ref: 26-2010 Date: 18/4/2010

TO WHOM SO EVER IT MAY CONCERN

This is to certify that Miss. Sneha Joseph, M.Sc (Nursing) is eligible to provide Breathing Therapy as she has undergone training for Breathing Therapy.


Signature
T.S. MOHANRAJ,
M.A., M.P.Ed., M.Phil., P.B.D.Y.E.,

APPENDIX - VI

LESSON PLAN ON BREATHING EXERCISE

LESSON PLAN ON BREATHING EXERCISE

Name of the student teacher : **SNEHA JOSEPH**

Name of the college : College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences

Name of the subject : Community Health Nursing

Topic : Breathing exercise

Method of Teaching : Teaching cum demonstration

Group : Teachers identified with burnout

Venue : Selected primary and secondary schools of Pala at Kottayam district, Kerala

GENERAL OBJECTIVE

Students will gain adequate knowledge regarding slow deep breathing exercise and develop positive attitude towards it and practices in day to day life.

SPECIFIC OBJECTIVES

On completion of this class the teachers will be able to

- i. Define breathing exercise
- ii. Enlist benefits of breathing exercise
- iii. Explain the steps of breathing exercise
- iv. Enlist the advantage of breathing exercise.

S. No	Time	Specific Objective	Content	Teachers Activity	Learners Activity	AV Aids	Evaluation
1.	3 mts	The learner can able to define slow deep breathing exercise	<p>INTRODUCTION</p> <p>The simple and most effective technique to counter the effects of stress is breathing exercise. Breathing and relaxation techniques are closely interrelated. Breathing exercises are widely used in various relaxation exercises and are effective way to relieve stress. The researcher adopted slow deep breathing exercise to find the effectiveness on burnout.</p> <p>Breathing exercise</p> <p>Slow deep breathing exercise was developed by Michael Grant White, 1975. He found that the exercise was effective in reducing stress, anxiety and others health problem without medical and surgical management. It is also known as diaphragmatic breathing or controlled breathing concentrating on inhalation and exhalation process.</p>	The researcher defines the breathing exercise using pamphlet	The participants actively listen to class.	Pamphlet	Define breathing exercise?

S. No	Time	Specific Objective	Content	Teachers Activity	Learners Activity	AV Aids	Evaluation
2.	2 mts	The learner can able to enlist benefits of slow deep breathing	Benefits of Breathing <ul style="list-style-type: none"> • Slow breathing soothes and relaxes nervous system • Helps in the proper functioning of the pineal and the pituitary glands • Slow, deep breathing flushes out toxins, digests food and helps in controlling weight. • Slow deep breathing massages the organs in the abdomen area. Organs like the pancreas, liver and heart get massaged and in improvement in circulation • Improves the textures of the skin • It makes the heart healthier by decreasing the organs workload • Increase the capacity of the lungs and oxygenates the tissues of the body 	The researcher explains the benefits using pamphlet	The participants actively listen to class.	Pamphlet	Enlist benefits of breathing?

S. No	Time	Specific Objective	Content	Teachers Activity	Learners Activity	AV Aids	Evaluation
3.	3 mts	The learner	<ul style="list-style-type: none"> Improves concentration Stimulate parasympathetic system, thereby relaxation response Harmonize nervous system and reduce the stress level <p>Steps of breathing exercise Slow deep breathing procedure developed by Michael Grant White, 1975. He found that this exercise was effective in reducing stress, anxiety and other health problems without pharmaceutical drugs and surgery Slow deep breathing exercise done in two phases namely,</p> <ol style="list-style-type: none"> Preparatory phase Exercise phase <p>Preparatory phase Steps</p> <ol style="list-style-type: none"> Sit or stand in comfortable position Keep the back straight and hands on thighs Look straight ahead and relax shoulders 	The researcher explains the steps of breathing exercise using pamphlet and demonstration	The participants listen and practice the exercise procedure	Demonstration	Explain the steps of breathing exercise?

S. No	Time	Specific Objective	Content	Teachers Activity	Learners Activity	AV Aids	Evaluation
			<ol style="list-style-type: none"> 4. Exhale forcefully through mouth to empty lung and at the same time contract (tighten) abdominal muscles and bend forward 5. When lungs are totally empty, immediately relax the abdominals and gently inhale through nose as you stand back. 6. Repeat it for 5 times <p>Exercise Phase</p> <p>Step I: Standing</p> <ol style="list-style-type: none"> 1. Stand comfortably with back straight and feet about shoulder width apart and sink body weight in to both legs. 2. Keep the hands in a cup position in front of abdomen (right hand in left hand) 3. Look at the ground a spot 2mts (6 feet) in front 	The researcher explains the steps of breathing exercise using pamphlet and demonstration	The participants listen and practice the exercise procedure	Demonstration	Explain the steps of breathing exercise?

S. No	Time	Specific Objective	Content	Teachers Activity	Learners Activity	AV Aids	Evaluation
			<p>Step II:</p> <ol style="list-style-type: none"> 1. Inhale slowly raises your arms up and away from body. <p>Step III:</p> <ol style="list-style-type: none"> 1. When arms are parallel with ground, stop inhaling 2. Drop wrists and begin lowering arms and begin exhaling. <p>Step IV</p> <ol style="list-style-type: none"> 1. Continue exhaling until hands are back in front of abdomen and meet them at the fingertips and pause breathing for a couple of second. <p>Step V</p> <ol style="list-style-type: none"> 1. Begin inhaling and raise hands vertically in front of and close to body. <p>Step VI</p> <p>As hands come near to chest, turn them to face you and continue inhale slowly and smoothly.</p>	The researcher explains the steps of breathing exercise using pamphlet and demonstration	The participants listen and practice the exercise procedure	Demonstration	Explain the steps of breathing exercise?

S. No	Time	Specific Objective	Content	Teachers Activity	Learners Activity	AV Aids	Evaluation
			<p>Step VII</p> <ol style="list-style-type: none"> 1. Straighten arms up above your head on completion of inhalation and hold breath for a couple of seconds and stretch arms as high without lifting feet. <p>Step VIII</p> <ol style="list-style-type: none"> 1. Exhale slowly brings arms down in an arc away from body. <p>Step IX</p> <ol style="list-style-type: none"> 1. Back to the starting position with hands cupped as in step one. 2. Repeat it in 10 times, for 20 minutes 	The researcher explains the steps of breathing exercise using pamphlet and demonstration	The participants listen and practice the exercise procedure	Demonstration	Explain the steps of breathing exercise?

S. No	Time	Specific Objective	Content	Teachers Activity	Learners Activity	AV Aids	Evaluation
4.	3 mts		<p>Advantages of breathing exercise</p> <ul style="list-style-type: none"> • Can do at any time while at work, walking • Less time consuming • Daily practice improves physical as well as mental health <p>SUMMARY</p> <p>Till now we have seen about the definition, causes, signs and symptoms and preventive strategies for burnout syndrome and definition of slow deep breathing exercise, its benefits and advantages and how to practice it.</p> <p>CONCLUSION</p> <p>By performing the slow deep breathing exercise, improving the physical and mental well being by stimulating parasympathetic systems and relaxation response, thus reduction in the stress level ultimately prevents burnout</p>	The researcher explains the advantages using pamphlet.	Participants actively listen to the class.	Pamphlet	Enlist the advantage of breathing exercise?

S. No	Time	Specific Objective	Content	Teachers Activity	Learners Activity	AV Aids	Evaluation
			BIBLIOGRAPHY http://www.authentic_breathing.com/deep-breathing.html http://www.yogawiz.com/benefit.slow-deepbreathing.html http://www.helpguide.org/burnout-signs-symptoms.html				

Step IV

- ♦ Continue exhaling until hands and back in front of abdomen and meet them at the fingertips.
- ♦ Pause the breathing for a couple of seconds.



Step V

Begin inhaling and raise hands vertically in front of and close to body.



Step VI

As hands come near to chest, turn them to face you and continue inhale slowly and smoothly.



Step VII

- ♦ Straighten arms up above your head on completion of inhalation
- ♦ Hold breath for a couple of seconds and stretch arms as high without lifting feet.



Step VIII

Exhale slowly, bring arms down in an arc away from body.



Step IX

- ♦ Back to the starting position with hands cupped as in step one.
- ♦ Perform 10 rounds in 20 mts per sitting/day.



APPENDIX - VII

INSTRUCTIONAL MODULE ON SLOW DEEP BREATHING EXERCISE

Prepared By
SNEHA JOSEPH
M.Sc II Nursing,
CON, SRIPMS.

SLOW DEEP BREATHING EXERCISE

Slow deep breathing exercise is absolutely the best way to calm and relax oneself. In addition slow deep breathing exercises increases oxygen intake , balances breathing, tones nervous system.

GENERAL INSTRUCTION

Avoid food before the exercise.

PHASES

It is done in two phases. Preparatory breathing exercise and slow deep breathing exercise.

PHASE - I: PREPARATORY BREATHING EXERCISE

It emphasizes exhalation to expel stale air from the lungs, increases oxygen intake and prepare for the second phase of exercise.



- ♦ Best done in sitting, can be done standing or lying down.
- ♦ Sit on the front edge of a chair in comfortable position.
- ♦ Keep back straight and hands on thighs or knees.
- ♦ Look straight ahead and relax shoulders
- ♦ Exhale forcefully through mouth to empty lung and at the same time
- ♦ Contract (tighten) abdominal muscles and bend forward
- ♦ When lungs are totally empty, immediately relax the abdominals and gently inhale through nose as you sit back.

PHASE II : SLOW DEEP BREATHING EXERCISE

Step I : Standing

- ♦ Stand comfortably with back straight and feet about shoulder width apart and sink body weight into both legs.

- ♦ Keep the hands in a cup position in front of abdomen (right hand in left hand)
- ♦ Look at the ground a spot about 2 mts (6 feet) in front.



Step II

Inhale slowly raise your arms up and away from body.



Step III

- ♦ When arms are parallel with ground, stop inhaling
- ♦ Drop wrists and begin lowering arms and begin exhaling.



സ്റ്റേപ്പ് 4

- ശ്വാസം പുറത്തേയ്ക്ക് വിട്ടുകൊണ്ട് ഉദരത്തിന്റെ മുമ്പിൽ കൊണ്ടുവരിക
- കൈവിരലുകൾ കൂട്ടിമുട്ടുന്ന രീതിയിലാക്കി ഒരു നിമിഷം ശ്വാസം നിർത്തുക

സ്റ്റേപ്പ് 5

- പിന്നെയും ശ്വാസം ഉള്ളിലേയ്ക്ക് എടുത്തുകൊണ്ട് കൈകൾ ലംബാകൃതിയിൽ ശരീരത്തിനടുത്തേയ്ക്ക് കൊണ്ടുവരിക.

സ്റ്റേപ്പ് 6

ലംബാകൃതിയിൽ ഉയർത്തുന്ന കൈകൾ ശ്വാസകോശത്തിനു മുമ്പിലെത്തുമ്പോൾ പതിയെ ശ്വാസം ഉള്ളിലേയ്ക്ക് വലിച്ചുകൊണ്ട് തിരിച്ചുപിടിക്കുക.

സ്റ്റേപ്പ് 7

ശ്വാസം പൂർണ്ണമായും ഉള്ളിലേയ്ക്ക് ശ്വസിച്ചതിനുശേഷം, കാലുകൾ ഭൂമിയിൽ ഉറപ്പിച്ച് കൈകൾ ശിരസ്സിനു മുകളിലേയ്ക്കു യർത്തിപ്പിടിക്കുക.

സ്റ്റേപ്പ് 8

ശ്വാസം സാവധാനത്തിൽ പുറത്തേയ്ക്ക് വിട്ടുകൊണ്ട് ഇരുകൈകളും സമാകൃതിയിൽ ശരീരത്തിനൊപ്പം കൊണ്ടുവരിക.

സ്റ്റേപ്പ് 9

ആരംഭക മാത്തിലേതു പോലെ കൈകൾ കോപ്പയാകൃതിയിൽ കൊണ്ടുവന്ന് പരിശീലനം തുടരുക.

പരിശീലനം 20-30 മിനിട്ട്, പത്ത് തവണകളായി ആവർത്തിക്കുക.

സാവധാന ദീർഘശ്വാസ പരിശീലനത്തെപ്പറ്റി യുള്ള വിജ്ഞാന പത്രിക

സാവധാനദീർഘശ്വാസ പരിശീലനം ഒരു വ്യക്തിയെ ശാന്തമാക്കുവാനുള്ള ഉത്തമ മാർഗ്ഗങ്ങളിലൊന്നാണ്. ഇത് സാധാരണമായി രണ്ട് ഘട്ടങ്ങളിലായാണ് പരിശീലിക്കുന്നത്.

ഘട്ടം 1.

ശ്വാസോച്ഛാസത്തിനായുള്ള തയ്യാറെടുപ്പ് പരിശീലനം

ഇത് പ്രധാനമായും ശ്വാസകോശത്തിൽ കെട്ടിക്കിടക്കുന്ന അശുദ്ധവായുവിനെ പുറത്തേയ്ക്ക് തള്ളി ഓക്സിജന്റെ അളവ് കൂട്ടുന്നതിനും രണ്ടാം ഘട്ട ശ്വാസോച്ഛാസത്തിനുള്ള സജ്ജീകരണപരിശീലവുമാണ്.

- * നിന്നുകൊണ്ടോ, ഇരുന്നുകൊണ്ടോ ചെയ്യാവുന്നതാണ്.
- * കൈകൾ രണ്ടും ഇരുവശത്തേയ്ക്ക് തുടകളോട് ചേർത്ത് വച്ച് നടുവ് നന്നായി നിവർത്തി നിൽക്കുക.

- * ഇരുതോളുകളും അയവാകി തലയുയർത്തി നേരെ നോക്കുക.
- * പിന്നീട്, വായിൽക്കൂടി ശക്തമായി ശ്വാസം പുറത്തേയ്ക്ക് വിട്ടുകൊണ്ട്, ശ്വാസകോശം കാലിയാക്കുക. ഒപ്പം തന്നെ വയറിന്റെ പേശികൾ ഉള്ളിലേയ്ക്ക് വരുത്തുകയും, മുമ്പോട്ടാക്കുകയും ചെയ്യുക. ശ്വാസകോശം ശൂന്യമായി എന്നുവസ്തുതയിൽ ഉദരപേശികൾ അയച്ചുവിട്ടുകൊണ്ട് മുകളിൽക്കൂടി ശ്വാസം ഉള്ളിലേയ്ക്ക് വലിക്കുക. അതോടൊപ്പം നേരെ നിവർന്നു നിൽക്കുക.

ഘട്ടം 2

സാവധാന ദീർഘശ്വാസോച്ഛാസ പരിശീലനം

സ്റ്റേപ്പ് 1. നിൽക്കുക

- നടുവ് നിവർത്ത്, പാദങ്ങൾ ഒരു തോളകലത്തിൽ വച്ച് ഇരു കാലുകളിലേയ്ക്കും ശരീരഭാരം കേന്ദ്രീകരിക്കുക.

- കൈകൾ രണ്ടും കോഴരുപത്തിൽ (വലതുകൈ ഇടതുകൈക്കുള്ളിലായി) ഉദരത്തിനുമുമ്പിൽ പിടിക്കുക.
- പിന്നീട് രണ്ടുമീറ്റർ (ആറടി) ദൂരത്തിൽ ഒരു ബിന്ദുവിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കുക.

സ്റ്റേപ്പ് 2

സാവധാനത്തിൽ ശ്വാസം ഉള്ളിലേയ്ക്ക് വലിച്ചുകൊണ്ട് പതിയെ കൈ അകത്തുക.

സ്റ്റേപ്പ് 3


- ഇരുകൈകളും, സമാന്തരരേഖപോലെ എത്തുമ്പോൾ ശ്വാസം ഉള്ളിലേയ്ക്ക് വലിക്കുന്നത് നിർത്തുക.
- കൈപ്പത്തികൾ താഴേയ്ക്കാക്കി, ശ്വാസം പുറത്തേയ്ക്ക് വിടുന്നതിനൊപ്പം ഇരുകൈകളും താഴേയ്ക്ക് കൊണ്ടുവരിക.

APPENDIX - IX

CERTIFICATE OF ENGLISH EDITING

TO WHOMSOEVER IT MAY CONCERN

This is to certify that the dissertation, "**Effect of Breathing Exercise on Burnout Syndrome among Teachers in Selected Schools of Pala, at Kottayam District, Kerala**" done by **Sneha Joseph**, II year M.Sc Nursing, College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore, has been edited for English language appropriateness.

Name : Mrs Jessy Mathew
Designation : Assistant Professor
Name of the Institution : Hindustan College of Arts & Sc.
Signature : 

JESSY MATHEW, MAM, M.Phil.
Assistant Professor
Hindustan College
Coimbatore.

CERTIFICATE OF ENGLISH EDITING


TO WHOMSOEVER IT MAY CONCERN

This is to certify that the dissertation, "**Promotion of Quality of Life among Children with Cancer** at Sri Ramakrishna Hospital, Coimbatore" done by **Phebe M. Thomas** II year M.Sc Nursing, College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore, has been edited for English language appropriateness.

Name : **NARMADHA M.H.**

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Name of the Institution : **RVS COLLEGE OF ARTS + SCIENCE**

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Assistant Professor in English
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Coimbatore - 441 402

CERTIFICATE OF TAMIL EDITING

TO WHOMSOEVER IT MAY CONCERN

This is to certify that the dissertation, "**Promotion of Quality of Life among Children with Cancer** at Sri Ramakrishna Hospital, Coimbatore" done by **Phebe M. Thomas** II year M.Sc Nursing, College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore, has been edited for Tamil language appropriateness.

Name : சுருந்தினி. கு. M.A.M.PHIL
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சீர்
Signature : சுருந்தினி. கு.



APPENDIX- X

CERTIFICATE OF MALAYALAM EDITING

DECLARATION

I hereby declare that Malayalam (editing) translation of questionnaire (MBI) is clear and correctly done.

Place : *Pala.*

Date : *08/07/10*

Name of expert: *Thuyyamma Michael*

Address : *Carmel Public School*
Pala



APPENDIX – XI

PHOTOS DURING INTERVENTION



